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IDENTIFIERS	*Longview Public Library WA

ABSTRACT

Project Read at the Longview (Washington) Public Library conducted a program to maintain and expand the Family Literacy Center to provide a monitored tutoring site and family outreach program for a minimum of 75 adult learners and 40 tutors. Two projects were involved: (1) Project READ focused on adult learners with a one-on-one tutoring approach; and (2) Project SHARE focused on parents and children with an outreach program to model good ways to develop reading interest in preschoolers. Project READ exceeded its goals by serving 77 percent more adult learners than was expected, with 107 new learner applicants and 62 new volunteer applicants. A total of 228 family outreach programs served 553 adults and 870 children, and more than 700 free books were provided to families. A family literacy program assistant was hired to help with these efforts. Three computers and multimedia software were purchased to provide more learning options for adults and families. The Family Literacy Coordinator's position became a full-time job and the literacy center began to operate during all library hours. Publicity about the project and community contacts were maintained and enhanced. As a result, 44 new tutors were trained during the year, especially with the computer systems. The library has also maintained and expanded a library for tutors to use with learners as well as parenting materials, picture books, and books for new readers. (Attachments contain project brochures and other information.) (KC)

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Expiration Date: 11/30/94

ED 415 372

LONGVIEW PUBLIC LIBRARY

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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INSTRUCTIONS FOR PREPARING FINAL PERFORMANCE REPORT

Authority: Library Services and Construction Act, as amended, Public Law 98-480

General

The Final Performance Report will be used to provide information and data to the U.S. Department of Education for the Library Literacy Program, LSCA Title VI - CFDA No. 84.167.

The Final Performance Report for LSCA Title VI grants is required to be sent to the U.S. Department of Education 90 days after the end of the award period.

Submit an original and two copies to:

Executive Officer
Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, D.C. 20202-5530

Attention: 84.167 Final Performance Report

INFORMATION TO BE SUBMITTED IN THE FINAL PERFORMANCE REPORT

Grantees should include the following information in their Final Performance Report:

Part I: General Information

1. Name and address of organization receiving grant. For joint projects, provide complete list of all participating institutions or organizations.

2. Name and telephone number of persons preparing this report.

3. Grant Number (R167A------).

4. Grant amount awarded and the actual amount expended. REPORT ON FEDERAL LSCA TITLE VI FUNDS ONLY.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
_X_ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____
___ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
_X_ Employment Oriented
_X_ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

_X_ Homeless
___ Hearing Impaired
___ Visually Impaired
_X_ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_X_ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_X_ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham _X_ Other (describe)

Each individual is tutored using a combination of methods that we feel is most beneficial based on our initial and other evaluations. Methods included are LVA techniques, ESL techniques, psycholinguistic techniques. Phonics methods including Spalding's "Writing Road to Reading" and the Open Court System of phonics adapted for adults. Project READ also uses computers as part of the learner's packet.

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5. If this project involved tutoring, how was it provided? (check as many as applicable)

_X_ one-on-one tutoring _X_ small group instruction
___ classroom instruction

Some of our tutor training sessions include learners as well and these are conducted in small groups.

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? _X_ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

1. WRAT Tests, Level 1 and 2
2. PALS Functional Literacy Tests
3. Brigance Inventory of Essential Skills; a) Reading Comprehension
   b) Sentence Writing
4. The English Reading Test

[Thirty percent of the adult learners who left our program reached their objectives. 78% of those reevaluated showed measurable progress. (See attachment A)]

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _X_ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Progress was determined when learners reached their objectives, e.g., citizenship, jobs, further training, GED, passing a job-related test.

The family literacy coordinator maintains anecdotal records for each family served more than once by the home-based component of the family literacy program. These anecdotal records serve as an informal assessment tool for tracking family progress.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

(Attachments V, W)	_X_ bibliography	_X_ resource directory	(Attachment U)
	___ curriculum guide	_X_ evaluation report	(Attachments A,B, and C)
	___ training manual	___ survey	
(Attachment T)	_X_ public relations audiovisual	_X_ newsletter(s)	(Attachment X)
	___ training audiovisual	_X_ other (describe)	
(Attachments G & H)	_X_ recruitment brochure	Training Outlines	(Attachment L)

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8. During the course of this project:

Adult Learners

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 133

Of those served, how many received direct tutoring service? 133

How many hours of direct tutoring service did they receive? 6988 (approx.)

How many new volunteer tutors were trained? 44

How many current volunteer tutors received additional training? 35

How many volunteer tutors (total) were involved? 70

How many non-tutor volunteers were recruited? 1

How many service hours were provided by non-tutors? 536 (approx.)

How many librarians were oriented to literacy methods, materials, and students? 2

How many trainers of tutors were trained? 4 (LCLC Training)

Family Literacy Education:

How many adult learners were served? 592 contacts

Of those served, how many received direct tutoring service? 26

How many hours of direct tutoring service did they receive? 143

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

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LSCA TITLE VI

Library Literacy Program: Final Performance Report

10-01-92 through 11-30-93

PART I: GENERAL INFORMATION

1. Longview Public Library

   1600 Louisiana Street

   Longview, WA 98632

2. Marion J. Otteraaen

   (206) 577-3380

3. Grant Number: R167A20127

4. Grant Amount: $33,762

Actual Amount Expended: $26,152.37

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PART III: NARRATIVE REPORT

1. COMPARISON OF ACTUAL ACCOMPLISHMENTS TO THE GOALS AND OBJECTIVES SET FORTH IN THE APPROVED APPLICATION.

Objective A: To maintain and expand the Family Literacy Center of the Longview Public Library in Longview, Washington, which will provide a monitored tutoring site and family outreach program for a minimum of 75 adult learners and/or families and 40 tutors.

The Longview Public Library provides a dual approach to literacy training in The Reading Corner, the library's Family Literacy Center: 1) Project READ focuses on adult learners with a one-on-one tutoring approach and 2) SHARE focuses on parents and children with an outreach program to model good ways to develop reading interest in pre-schoolers.

Project READ for adult learners of the Family Literacy Program exceeded its goals under this objective by serving 77% more adult learners than was estimated and recruiting 79% more volunteers than we anticipated. There were 107 new learner applicants and 62 new volunteer applicants during the reporting period (133 adult learners and 70 volunteer tutors participated in the adult reading program during the same period). [See Attachments A and B for Learner and Tutor Demographic Reports]

The Family Literacy Center of the Longview Public Library provided family outreach programs in a variety of ways to maintain and expand family services. A total of 228 family outreach programs served 553 adults and 870 children for a total program attendance of 1,423. The home-visit component of the family literacy outreach services reached 26 families, some receiving up to 10 home visits. Approximately 70 families received family literacy services at the Women's Shelter for battered women and the Community House homeless shelter. Another 60 families were served on an outreach basis through cooperative programming with other parent-serving community agencies. Over 700 free books were provided to

families through the library's Share a Book, Share a Dream program. [See Attachment C for SHARE Monthly Statistical Reports]

Objective met

Objective B: To hire a family literacy program assistant who will supervise the computer-assisted learning center, coordinate the family recruitment and programming, maintain program records, manage tutor and learner schedules, and coordinate programs with the Children's department of the Longview Library.

The family literacy program assistant worked four hours a day in the Reading Corner. From 10 a.m. to 2 p.m., times of heavy usage by learners and tutors alike, the program assistant managed the computers and assisted the learners and/or tutors who were scheduled to use them. Tutors were trained to use the computers with their learners as part of the learner's education program. The family literacy program assistant assisted the family literacy coordinators in recruitment, programming and coordinating programs with the other departments of the Longview Public Library.

Data banks were set up by the family literacy program assistant using the tutor and learner application forms. [See Attachments D and E] The learner data bank was set up to generate a weekly or monthly learner schedule showing the activity for any given day of the week. Phone numbers of both tutors and learners were included in the schedule so that other library staff could notify a learner and/or tutor if one or the other could not be present. [See Attachment F]

Objective met

Objective C: To add a second IBM InfoWindow system with videodisc player to enable the program to serve an additional 15 learners weekly with the computer assisted tutoring approach to literacy.

The library was forced to seek an alternative to the second IBM Info Window System because IBM stopped making that system. In its place the library

purchased three multimedia computers to serve additional individual learners. The computers are all equipped with earphones which enable a tutor and four to five family members or learners to engage in reading activities as a group. This alternative set up is working remarkably well.

We were forced to switch from the IBM Info Window to IBM compatible equipment [See Attachment AA] when we found that: 1) the IBM equipment had changed since we had applied for the grant and 2) IBM promised the new equipment in April, then in July and by mid-August still did not have it available. As a result, we had to find an alternative, which has actually exceeded our original expectations. The multimedia equipment with compact disk software has provided more and more varied learning experiences for learners of all ages; it has also enabled family groups of four to six persons (of various ages) to work together in a learning environment.

The Skillpac software was added to our original IBM Info Window System to build on the PALS program with more work-oriented literacy skills. Our adult learners are finding the new program challenging and useful.

Revised objective met

2. PROVIDE A COMPARISON BETWEEN PROPOSED AND ACTUAL EXPENDITURES BY BUDGET CATEGORY.

Expenditures for the project were less than anticipated because of the change made in the hardware purchased. The IBM Info Window System with two added work stations was priced at $24,000 when we applied for the grant. The three multimedia computers with CD ROM software came to $11,678.99 with the Skillpac program costing $4072.66. Salary had been projected at $8,262.80 with actual output at $10,352.30. The sum of $7,609.63 has not been requested.

3. PROVIDE SPECIFIC DETAILS AS TO THE ACTIVITIES UNDERTAKEN.

Activity 1: The City of Longview will assume financial responsibility for the full-time position of Family Literacy Coordinator for the project in January, 1992.

The Family Literacy Coordinator position is now a full-time job-share position in the Longview Public Library funded by the City of Longview.

Activity 2: The literacy center will maintain regular operating hours which coincide with the hours of the Longview Public Library.

The Reading Corner hours coincide with the published hours of the Longview Public Library which is 56 hours a week. Forty six (46) adult learners, on the average, are tutored twice a week in the Longview Public Library. This works out to approximately 92 hours of adult tutoring per week which includes 10-20 hours of computer-assisted learning per week.

Much of the family literacy education takes place outside the library and is scheduled to accommodate client schedules and the meeting times of various parenting groups. Flexible scheduling is, therefore, essential in maintaining an active outreach component. As a result, the family literacy coordinator's schedule varies from week to week. This flexibility is a definite strength and essential element in our program. We have had success reaching our target audience on an outreach basis. Our in-house programs have not succeeded very well to date in drawing our target audience into the library for parenting/family literacy group sessions, but we are beginning to see that the new computers with family-oriented learning software are drawing in some of our target families.

Generally, the family literacy coordinator's 20-hour work week is spent half (10 hours) on outreach activities and half in-house with support activities. During the 10 hours spent in house, the family literacy coordinator provides back-up support for the other program components of the Family Literacy Center.

<u>Activity 3</u>: The coordinator will maintain the contacts with referral sources already established by the Family Literacy program and continue the activities of the program advisory committee.

The family literacy program's previously established referral network includes:

1) public elementary schools in our target neighborhoods
2) Project READ
3) parent groups at Head Start, Parent Place and Progress Center
4) previous family literacy clients.

During the grant period in our outreach family literacy program, thirty-two per cent of the clients were referred by public elementary schools, eleven per cent were Project READ (adult literacy clients), twenty-nine per cent heard about the program through a parent group, twenty-one per cent participated because they had heard about the program from a friend and seven per cent read or heard about the program in other ways (flyers, newspaper ads).

The family literacy program advisory committee met bi-annually (fall and mid-winter). Members of the advisory committee are from the Lower Columbia College Head Start program, the Lower Columbia College Home and Family Life department and Project READ. This group continued to provide support, input and linkage with other area social service and education agencies. The family literacy coordinator also attended Lower Columbia Literacy Coalition meetings to maintain a network with other local literacy service providers.

Project READ, the adult literacy component of the family literacy program, maintains a network of contacts and referral sources to meet the on-going recruitment and training needs of the program. The Adult Literacy Coordinator is in close contact with valuable referral sources in the community and participates in the following:

1. Volunteer Coordinator's Council (member)
2. Lower Columbia College. ABE/ESL Advisory Committee (member)
3. Lower Columbia Literacy Coalition (member)

4. Ethnic Support Council (founding member)
5. Washington Literacy Hotline (member)

Besides these community groups, the coordinator has regular contact with the Employment Security Department, local private rehabilitation agencies, various community clubs, RSVP, local churches, etc. The coordinator is also a part-time faculty member in the ABE/ESL program at Lower Columbia College. Moreover, the Program Assistant of the Reading Corner also works with a job counselling agency that regularly refers clients to our adult reading program.

During the grant period, 43% of our adult learners were referred to us by community agencies, 31% learned about the program from family and friends, 10% learned about the program from other program participants (learners and tutors) and the balance were returning learners.

Activity 4. The coordinator in conjunction with the Special Projects Librarian will prepare and mail announcements to the newspaper and radio stations and local access television station to recruit new learners and tutors.

The family literacy coordinator distributes Reading Corner brochures [See Attachment G] and Share brochures [See Attachment H] on an ongoing basis at Community House, Emergency Support Shelter, Parent Place, and in the children's department of the Longview Public Library. Each fall as school begins, brochures plus interest letters are distributed at Head Start, and Progress Center plus target elementary schools. Publicity that targets parents through schools and existing family-service agencies proves more effective in recruiting families than general public service announcements. [See Attachment I]

Every two weeks the Daily News, the area's local newspaper, prints a "volunteers needed" column for the program. Our services are also publicized in The Reading Corner brochure, the Lower Columbia Literacy Coalition Newsletter, The Literacy Times, [See Attachment J] and in the special literacy edition of the local

newspaper. [See Attachment K] Reading Corner activities were also publicized at the literacy booth (sponsored by the Lower Columbia Literacy Coalition) at the annual Cowlitz County Fair held in August. Moreover, the Special Projects Librarian and the Literacy Coordinators (both Adult and Family) have spoken to community groups about the program.

During the grant period, 40% of our tutors heard about our program through the media (local newspapers), 25% heard about us through project and library staff, 19% through friends and relatives and the balance through community agencies.

Activity 5: The coordinator will provide program orientation and ongoing tutor training for new volunteers in PALS, Spalding, Brigance and LVA program materials.

The Literacy Coordinators provides regular tutor training and orientation sessions for all new tutors. Most of the training sessions included a family literacy segment. The following tutor training sessions were offered at the Longview Public Library this year:

1.	LVA Training	5 hours.	10-16-92
2.	LVA Training	5 hours	01-23-93
3.	LCLC Tutor Training	4 hours	05-22-93
4.	Reading Corner Orientation	2 hours	06-23-93
5.	Court Access: A Law Related Curriculum for Limited English Speakers	8 hours	July 1993
6.	Spalding: The Writing Road to Reading	14 hours	July and Aug. 1993
7.	Reading Corner Tutor Orientation	6 hours	09-27-93
8.	Computer Assisted Learning	2 hrs	10-05-93

The Reading Corner Orientation sessions include the following segments:

1. Family Literacy Training
2. Computer-assisted learning using the following computers and/or programs:
   a) Apple IIe with appropriate programs
   b) IBM Info-Window - Principle of Alphabet Literacy (an interactive video-disc program)
   c) IBM Info-Window - Skillpac: English for Industry, Upgrading Work Skills for the 21st Century (an interactive video-disc program)

3. Using Inventories to plan learning:
   a) Brigance Inventory of Basic Skills
   b) Brigance Inventory of Essential Skills
   c) Brigance Prescriptive Tools (word analysis and study skills)
4. Phonics methods:
   a) Spalding
   b) Open Court
5. LVA Techniques:
   a) Experience story
   b) Sight words
   c) Words in pattern
6. Materials in the Reading Corner: at present, there are 1,913 items in the Literacy Collection.

Forty-four new tutors were trained this year. In addition to tutors, fifteen learners have been trained to operate the computers independently. The Adult Literacy Coordinator for the Reading Corner is also responsible for organizing tutor training events for all local literacy agencies under the auspices of the Lower Columbia Literacy Coalition. [See training agendas, Attachment L]

Family literacy training segments were included in tutor training sessions on the 23rd of June (2 tutors), the 22nd of May (LCLC - 30 tutors) and the 27th of September (4 tutors). A family literacy film, "Breaking the Cycle," was shown at the 22nd of May session. All three family literacy training segments focused on alerting and educating tutors in the intergenerational and cyclical nature of low literacy. Tutors were encouraged to provide family literacy intervention with adult learners. At the session in September, tutors were introduced to the following family literacy curriculums: 1) "Family Reading" by New Reader Press; 2) "Let's Work It Out: Topics for Parents" by New Reader Press; 3) "Bringing Up Our Children" by Curriculum Associates; and 4) "Your Home Is a Learning Place" from New Readers Press. [See Attachment L, page 3]

Activity 6: The Longview Library will maintain and expand a library of materials including new software for tutors to use with learners in the center, parenting materials, picture books and easy readers for use with parents and childcare givers.

Longview Public Library's book budget for 1993 allocated $500 for family literacy materials. These funds were used to purchase the following materials: 1) Five booklets and one video from the National Center for Family Literacy to be used by staff in program development and tutor training. 2) Multiple copies of three family literacy curriculums to be used by tutors and learners in Project READ. 3) Two audio tapes with read-a-long books on positive parenting to be used by parents with limited reading skills. 4) Twelve multicultural books for general library use as well as use with English as a Second Language Project READ learners. [See Attachment M]

The family literacy program also received $1000 in Washington Mutual Grant funds and a $600 donation from a local community organization to purchase children's books. Some of the Washington Mutual money purchased thirty-four hardbound books that have been added to the permanent library collection. These books are written for readers with grade 1 through grade 3 reading skill levels and provide excellent resource reading for adult learners. The remainder of the Washington Mutual money purchased 236 paperback and board books that are given free to families in the outreach family literacy program. [See Attachment N] The local funds were used to purchase 210 give-away children's books for families in the family literacy program. Give-away books are high-quality books that appeal to babies, toddlers and preschoolers. [See Attachment O and P]

The Longview Public Library also provided $500 for the adult literacy section of the program. With this money the program purchased additional learner materials and a video program to help new readers. The program has also received grants from IBM and Washington Mutual. This enabled our adult literacy program

to acquire multicultural reading selections as well as books for adult readers to enjoy. The collection included:

1) Bilingual dictionaries
2) Sequenced instructional reading material with audio cassette tapes
3) Read-along books (with tapes)
4) CD-ROM discs (six titles suitable for adult learners)
5) Multicultural reading materials
6) Bilingual materials in Spanish, Vietnamese, Cambodian, and Chinese
7) An interactive training video disc, Skillpac, which complements our existing interactive PALS program was purchased with funds from this LSCA project [See Attachment Q]

Activity 7: The coordinator with the assistance of the program assistant will maintain regular contact with tutors and learners (including families) on a monthly or bi-monthly basis.

During the summer months, the adult learner family literacy coordinator arranged her schedule so that she made contact with each learner and tutor at least once a week. At other times she contacted learners and tutors on the telephone at least once a month. Tutors consult with the coordinator frequently.and are actively encouraged to do so. The family literacy program assistant supported and assisted the coordinators as requested.

During the grant period, twenty-six families accessed the family literacy outreach services. Families served on an outreach basis were visited monthly (twice each month if the parent was a Project READ adult learner) for up to ten months. Visits modeled and taught parents to choose age-appropriate books for their children, to provide a variety of early literacy experiences in their homes and to enjoy stories and books regularly with their children.

Tutors, as well as learners, parents and families, were recognized and honored at a special evening event in May. [See Attachment R]

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Activity 8: The coordinator with the program assistant will conduct semi-annual program evaluation of learners (including family participants); conduct exit interviews with both tutors and learners and evaluate learners when they leave the program and provide an annual program summary of data collected. The program evaluation will be reviewed by the Special Projects Librarian and the Library Director along with any recommendations for change.

As far as possible learners are re-evaluated as they leave the program. Returning learners are re-evaluated before rescheduling with a new tutor. Every new learner is evaluated before being scheduled.

a. Eighty (80) new learners were evaluated during the year:

Entry Scores:		
	0 - 3	35
	4 - 6	25
	7 - 9	06
	10-12	11
	12+	03

b. Seventeen (17) learners were re-evaluated on entering the program.

c. Twenty-three (23) learners were re-evaluated: [See Attachment A for results of reevaluation]

The family literacy coordinator maintains anecdotal records for each family served more than once by the home-based component of the family literacy program. These anecdotal records serve as an informal assessment tool for tracking family progress.

Summary statements from three selected parent files:

Parent 1: A capable but frustrated Mom with a special needs 2 1/2 year old son referred to our program through Progress Center. Mom and child received three home visits. Each session modeled the importance of selecting books that reflect the child's interests (trains and dogs) and using books in a way that is appropriate to the child's developmental level (@ 18 months). Child was given permission to handle books his own way and at his own pace. He was praised for his carefulness and curiosity. During session 2, Mom said, "I guess I need to lower my expectations. Jimmy learns by touching and likes to do things himself. I'll try

to find some manipulative books for him." During session 3, Mom said, "Jimmy is doing a lot better with books. He has more patience and interest."

Parent 2: A very timid mom with a ninth grade education and a speech-delayed four-year-old son. Mom and son came to the library for six sessions. During session 1 her son was extremely shy and his single syllable responses needed to be translated by Mom. He already liked books and listened well. Mom wanted help using books to encourage language development. After six sessions, growth in the following areas was noticeable: 1) Her son could point and say numbers up to five as he participated in reading counting books. 2) He could respond to humor in books with appropriate laughter. 3) He was eager to hold the pen and get help writing his own name in his new book. He repeated the letters in it as they were written. 4) Mom showed pride in her son and his accomplishments. She is very gentle and supportive. She recognizes the need to be more verbal in her supportiveness. She recognizes books as a helpful way to do this. Mom chose animal and color books to help her son practice saying words. Mom relaxed and spoke of her own educational needs and goals. Information about Project READ and LCC's ABE classes was shared with her.

Parent 3: An Asian student in Project READ who reads at about the fourth grade level and is a mother of three children. Her family received home-visits at least once a month for about a year. Recently she has begun bringing her family to the library once a week. During home-based family story sessions mom was very attentive. She asked questions about words, kept her dictionary handy and was eager to discuss cultural issues and concepts as they were presented in the context of simple children's stories. Her children have an insatiable interest in books and never tire of being read to. Recently the family was invited to the library to learn about our new computers. Mom and children are very interested in using the computers. After three initial computer sessions with the family literacy

coordinator, the family has begun using the computer in the children's department independently.

Evaluation of the program was ongoing throughout the year. Staff redoubled efforts to introduce the computer programs as soon as they were available. The use of the computers and new software continues to increase as participant and public awareness grows. Given the shortened time frame, the success of the response to the new learning technology has far exceeded expectations.

Activity 9: A 20-hour-per-week program assistant will be hired to assist in the use of computer equipment, maintain program records, manage schedules and coordinate the scheduling of family programs.

The family literacy program assistant worked four hours a day in the Reading Corner. From 10 a.m. to 2 p.m., times of heavy usage by learners and tutors alike, the program assistant managed the computers and assisted the learners and/or tutors who were scheduled to use them. Tutors were trained to use the computers with their learners as part of the learner's education program. The program assistant assisted the family literacy coordinators in recruitment, programming and coordinating programs with the other departments of the Longview Public Library.

Data banks were set up by the family literacy program assistant using the tutor and learner application forms. [See Attachments D and E] The learner data bank was set up to generate a weekly or monthly learner schedule showing the activity for any given day of the week. Phone numbers of both tutors and learners were included in the schedule so that other library staff could notify a learner and/or tutor if one or the other could not be present. [See Attachment F]

Activity 10: At least ten tutors will be taught how to use the interactive computer system, including PALS and Skillpac with their learners.

Thirty-four tutors were trained in the use of the interactive computer system which includes PALS and Skillpac. Seventeen adult learners have been trained by

their tutors and project READ staff to use these programs independently when necessary. [Attachment S includes a list of CD-ROM titles suitable and available to adult learners in the program.] In the family literacy portion of our program, nineteen adults and sixty-eight children used the computer. The average weekly use of the computer for families was three adults and eleven children.

4. DESCRIBE THE ROLE THE LIBRARY HAS PLAYED IN THE ACCOMPLISHMENT OF THE GOALS AND OBJECTIVES SET FORTH IN THE APPROVED GRANT, INCLUDING WHETHER THE LIBRARY WAS INVOLVED IN THE PROJECT'S IMPLEMENTATION OR AS A RESOURCE AND SITE ONLY.

The Longview Public Library's Director, Staff and Board have long been committed to a proactive literacy program. The library acted as a resource, provided the site, and was involved in the project's implementation as well.

The Library Director lobbied the city for a permanent Family Literacy Coordinator position. It was the Director's positive vision of what that position could do that led to its job-share status. This enabled the program to take a truly intergenerational approach to literacy, combining Project READ and SHARE A BOOK as THE READING CORNER, to meet the reading needs of family members of different ages.

Other staff actively involved in implementation included the Special Projects Librarian, the Children's Librarian, and the two new half-time Family Literacy Coordinators. In addition, staff in Acquisitions and Technical Services ordered materials and assisted the Community Liaison in cataloging and processing. The Circulation Librarian programmed the computer to compile the necessary statistics. Circulation staff took phone calls from clients and mailed SHARE cards. Since many tutoring sessions and small group instructional programs were held in the library, staff had contact with program clients, courteously explaining library procedures and services. The library and its staff provided strong support for the grant program.

The Longview Public Library has been a regional leader in providing literacy services to our community. The library introduced the concept of family literacy locally with a previous LSCA grant, Share a Book, Share a Dream. This current grant project has allowed the library's family literacy team to further refine and promote this concept. The Special Projects Librarian and the Children's Librarian meet regularly with family literacy staff, assist in program planning, and supervise and evaluate staff in the program.

5. PROVIDE NAMES OF AGENCIES AND ORGANIZATIONS RECRUITED TO VOLUNTEER THEIR SERVICES FOR THE LITERACY PROGRAM OR THAT WERE INVOLVED IN THE COORDINATION AND PLANNING OF THE LITERACY PROGRAM. DESCRIBE THE NATURE OF THEIR ROLE.

Family Literacy:

(1) **Program publicity to parent groups**
Lower Columbia College
Head Start
Mark Morris Teens
Parent Place
Progress Center

(2) **Agency group instruction sessions for family literacy:**
Community House on Broadway
Women's Support Shelter
Parent Place
Progress Center
YMCA

(3) **Referral and recruitment for family literacy:**
Longview School District
Progress Center
Lower Columbia Literacy Coalition
Head Start

(4) **Advisory Committee for family literacy:**
LCC Home and Family Life Program
Lower Columbia College Head Start Program
Longview Public Library

(5) **Cooperative community publicity and programs to publicize family literacy:**
Washington READS Annual Volunteer Recognition Night
Lower Columbia Literacy Coalition Fair Booth

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(6) **Funding for giveaway books:**
The Self Help Group
Washington Mutual

Adult Literacy

(1) **Organizations that referred adult learners to the program:**
Adult Development Center
Association of Retarded Citizens
CAP (Community Action Program)
Cascade Rehabilitation
Community House on Broadway
CorVel
DAPC (Drug and Alcohol Prevention Center)
DSHS (Department of Social & Health Services)
Ethnic Support Council
Longview Public Schools
Washington State Employment Security
Lower Columbia College
Local Nursing Homes
Progress Center
Rainier Case Management
Longview Public Library
Head Start
Women in Need (WIN)
Residential Resources

(2) **Organizations that helped recruit tutors:**
Bethany Lutheran Church
Church of the Latter Day Saints
Kelso Methodist Church
Longview Free Methodist Church
Longview Post Office
Monticello Lions
Presbyterian Church, Longview
Red Cross, Longview
Retired Teacher's Association
Saint John's Hospital
Saint Rose Catholic Church
Saint Stephen's Episcopalian Church
RSVP
Volunteer Coordinator's Council
United Way of Cowlitz County

(3) **Organizations that helped publicize the program and/or helped provide volunteers other than tutors:**
Friends of the Longview Public Library
Girl Scouts (Kelso)

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6. PROVIDE THE NAMES AND LOCATIONS OF LIBRARIES AND OTHER SITES WHOSE FACILITIES WERE USED FOR THIS PROJECT.

Primary project site:

Longview Public Library
1600 Louisiana Street
Longview, WA 98632

Frequent outreach program sites:

Parent Place - St. John's Medical Services
600 Broadway
Longview, WA 98632

Community House on Broadway
1107 Broadway
Longview, WA 98632

Emergency Support Shelter
309 So. 1st
Kelso, WA 98626

Occasional program sites located in Longview:

YMCA
Progress Center
Lower Columbia College.

7. DESCRIBE THE IMPACT OF THE FEDERAL PROJECT ON THE ONGOING PROGRAM OF THE GRANTEE.

The Federal project had a powerful impact on our ongoing literacy program in the following ways:

(1) The project enabled us to further integrate the parent education/family literacy program with the adult literacy program creating an intergenerational family literacy program.
(2) The project enabled us to utilize new technology to enrich our program and assist learners of all ages to develop new knowledge and skills.
(3) The project has also enabled us to use new technology to recruit new families and adult learners to our program.

In 1992 the Longview Public Library's Family Literacy Program was selected by the Department of Education as one of five model literacy programs in the United States. [See Attachment Y and Z] We appreciate the federal funding which has been so vital in developing our program.

THE READING CORNER
PROJECT READ
ANNUAL DEMOGRAPHIC REPORT

LEARNER STATISTICS
OCTOBER 1, 1992 - NOVEMBER 30, 1993

Total Number of Learners: 133

Learners by Year of Recruitment:

1987	10
1988	1
1989	3
1990	6
1991	6
1992	42
1993	65

SEX:

Male:	72
Female:	61

MARITAL STATUS

Married	68
Single	64
Not Known	1

SOURCE OF REFERRAL

Friends and relatives	48
LCC	39
Community Agencies	14
Library	11
Project READ	6
Returning	9
Media	4
Other	2

LEARNER AGES

16 - 20	15
21 - 40	63
41 - 60	49
- 60+	6

ETHNICITY

White American	62
Black American	1
African	1
Asian	45
Hispanic	21
European	3

STUDENTS AT OTHER INSTITUTIONS:

LCC:	ABE	4
	ESL	24
	GED	1
Regular classes		14
Local High Schools		9

(No figures for length of stay in other institutions)

EMPLOYMENT STATUS

Employed	56
Unemployed	74
Not Known	3

GRADE LEVELS	LEVEL OF EDUCATION	ENTRY SCORES (Project READ)
Below 3	9	55
3 - 6	12	48
6 - 9	25	10
9 - 12	69	12
12+	16	4
Scores not available	2	4

LENGTH OF STAY IN PROGRAM

1 - 3 months	32
3 - 6 months	49
6 - 12 months	26
12 - 24 months	18
2 years+	8

REEVALUATED: 23

Improvement by Grade Level:

No apparent improvement	5
+0.5	1
+1.0	10
+1.5	1
+2.0	3
+3.0	1
+4.0	1
+5.0	1

CITY OF RESIDENCE

Longview	102
Kelso	14
Castle Rock	4
Woodland	1
Napavine	1
Winlock	1
Toledo	4
Silver Lake	1
Kalama	1
Clatskanie	2
Rainier	4

76% of our learners reside within the city of Longview
30% of Longview learners are from the St. Helen's area of the city.

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THE READING CORNER
PROJECT READ
ANNUAL DEMOGRAPHIC REPORT

TUTOR STATISTICS
OCTOBER 1, 1992 - NOVEMBER 30, 1993

Total Number of Tutors:	70
Tutors by Year of Recruitment:	
1987	5
1988	2
1989	1
1990	1
1991	8
1992	15
1993	38

MALES	20
FEMALES	50

VOLUNTEER TUTORS:	66
WORK STUDY TUTORS:	4

AGE

16 - 20	6
21 - 40	18
41 - 60	28
61+	18

ETHNICITY

White Americans	68
Hispanics	2

CITY OF RESIDENCE:

Longview	46
Kelso	12
Castle Rock	5
Rainier	5
Clatskanie	1
Westport	1

OCCUPATIONS:

Professional	24
Retired	14
Homemaker	12
Students	12
Unemployed	8

SOURCE OF REFERRAL:

Media	32
Library	2
Community Agencies:	6
Friends/Relatives	8
LCC:	15
Project READ:	5
Returning:	1
Not Known:	1

SHARE MONTHLY STATISTICAL REPORT: **MONTH** Oct. 1992 - Sept. 1993
Title VI Grant Period

	# of programs	# of adults	# of children	total attendance
Small Group Instructional Programs	90	130	258	388
Agency Small Group Instructional Programs	94	263	441	704
Project Read Instructional Programs	33	37	98	135
PR Presentations to Parent Groups	8	86	72	158
PR Presentations to Community Groups	3	37	1	38
TOTALS	228	553	870	1423

716 Number of books given out.

3 Number of SHARE participants enrolled in Project Read.

7 Number of PR presentations for target audience.

154 Number of instructional programs for target audience.

Small Group Instructional Program totals for each area in Longview:

3 Broadway
10 Westside
2 Columbia Heights
2 Kessler
38 St. Helens
6 CVG
21 Olympic
21 Other

	Basic				ESL			
	adults	children	total	hours	adults	children	total	hours
Small Groups	235	254	489	33	-	-	-	-
Family Literacy	104	202	306	65	37	99	136	27
Homeless	129	292	421	64	-	-	-	-

Families Served with Small Group Instructional Progrms	# of adults	# of children	total
36	45	90	135

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SHARE MONTHLY STATISTICAL REPORT: **MONTH** October & November 1993
(Grant extention period)

	# of programs	# of adults	# of children	total attendance
Small Group Instructional Programs	4	6	13	19
Agency Small Group Instructional Programs	12	28	52	80
Project Read Instructional Programs	5	5	19	24
PR Presentations to Parent Groups				
PR Presentations to Community Groups				
TOTALS	21	39	84	123

65 Number of books given out.

1 Number of SHARE participants enrolled in Project Read.

0 Number of PR presentations for target audience.

21 Number of instructional programs for target audience.

Small Group Instructional Program totals for each area in Longview:

____Broadway ____Kessler ____CVG
____Westside ____St. Helens 4 Olympic
____Columbia Heights 5 Other

	Basic				ESL			
	adults	children	total	hours	adults	children	total	hours
Small Groups	12	21	33	2				
Family Literacy	6	13	19	4	5	19	24	5
Homeless	16	31	47	10				

New Families Served with Small Group Instructional Progrms	# of adults	# of children	total

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ADULT LEARNER INFORMATION FORM

Project READ

Longview Public Library

FOR OFFICE USE ONLY

_____

Rolodex Entry ( )

Computer Entry ( )

Admin. Folder ( )

Tutor Folder ( )

Date: _____

Name: _____

Street/Box _____

City/State/Zip _____

Home/ Message Phone _____ Best time to call _____

Work Phone (AM/PM) _____

Male ( ) Female ( ) Single ( ) Married ( )

Date of Birth _____ Age _____

Social Security # _____ - _____ - _____

No. of children _____ No. in your care _____ Age of youngest _____

ETHNIC ORIGIN (Optional)

1. ( ) Asian/Pacific Islander
2. ( ) Black, not Hispanic
3. ( ) Alaskan/Native American
4. ( ) Hispanic
5. ( ) White
6. ( ) Other/Unknown

CITIZENSHIP

1. ( ) U.S. Citizen
2. ( ) Foreign Student
3. ( ) Refugee
4. ( ) Visitor
5. ( ) Other

EMPLOYMENT

A. ( ) Currently Employed as a _____

B. ( ) Unemployed: My skill area is _____

I have not worked for _____ months/years.

1. ( ) Injured
2. ( ) Handicapped: _____
3. ( ) Receiving public assistance
4. ( ) Rehabilitation/Job Training _____
5. ( ) Student: ( ) I am working for my GED.

EDUCATION

The last grade I completed was _____ in 19____ .

My attendance at school was ( ) good ( ) fair ( ) poor.

I attended ( ) 1 ( ) 2 ( ) 3 ( ) _____ school (s).

I attended schools in these states: _____ .

These were my best subjects: ( ) P.E. ( ) art ( ) shop/home ec

and: _____

I first knew I had a reading problem when I was _____

I have had other reading help at _____

for _____ months/years in 19____ . ( ) I am getting help now at _____

I feel the other help I had was ( ) good ( ) fair ( ) poor.

My last eye exam was _____ /ear exam _____ .

I like to ( ) hunt/fish/camp ( ) sew/cook ( ) read ( ) write ( ) spend time with kids

( ) sports ( ) garden ( ) _____

I would like to be able to read: ( ) recipes ( ) maps ( ) bus schedules ( ) applications/directions

( ) bills ( ) _____

My short term goal is _____

My long term goal is _____

I would prefer a ( ) male ( ) female ( ) young ( ) older tutor.

I will come to the library by ( ) foot ( ) bus ( ) car _____

I am available ( ) Monday ( ) Tuesday ( ) Wednesday ( ) Thursday ( ) Friday

( ) Saturday at _____ and _____

I learned about this program from ( ) (1) TV/Radio ( ) (2) Newspaper ( ) (3) Promotional Flyer ( ) (4) Library ( ) (5) LCC

( ) (6) Relative/Spouse ( ) (7) Friend/Classmate ( ) (8) Community Agency ( ) (9) Other _____

FOR OFFICE USE ONLY

TESTING RESULTS

DATE	TEST TYPE	SENTENCE WRITING	READING	SPELLING	WORD RECOGNITION

COODINATOR COMMENTS/RECOMMENDATIONS TO TUTOR

( ) Adult Reading Collection ( ) Everyday People ( ) Finding a Job

( ) Brigance ( ) Blue Inventory of Basic Skills Pages _____

( ) Red Inventory of Basic Skills Pages _____

( ) Dolch Checklist of Basic Sight Words ( ) Experience Story

( ) LABEL Adult Fuctional Competencies _____

( ) Life Coping Skills ( ) Facts & Sources ( ) Form & Messages ( ) Signs & Labels

( ) LVA ( ) Read On! Level _____ ( ) Tutor Resource Sheets

( ) Managing Money ( ) McGuffey's Readers Level _____

( ) Open Court ( ) Blue Pages _____ ( ) Gold Pages _____

( ) Practice in Survival Series

( ) Seattle Times Word List Grade Levels _____

( ) Steck Vaughn ( ) Adult Reading _____

( ) Comprehension Skills _____

( ) Writing Road to Reading

TUTOR APPLICATION FORM

Project READ

Longview Public Library

FOR OFFICE USE ONLY
#_____

Date:_____

Computer Entry ()

Name:_____

Rolodex Entry ()

Street/Box:_____

Learner Recommendations
1._____

City/State/Zip:_____

2._____

Home/Mess. Phone_____ Best time to call_____

Work Phone [AM/PM]_____ Occupation_____
(Past/Present)

Male () Female () Single () Married ()

Date of Birth_____ Age_____

EDUCATION - Start with high school

Institution	Major/Degree	Date Left

VOLUNTEER/COMMUNITY EXPERIENCE

Activity	Agency	Dates

AVAILABILITY

I am availabe () Mondays () Tuesdays () Wednesdays () Thursdays

() Fridays at _____ and _____.

REFERENCES: Name:_____

Title:_____

Telephone:_____

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I will come to the library by () car () bus () other_____

I would prefer a learner that is () male () female () young () old () no preference.

I learned about this program from () TV/Radio () Newspaper () PR Flyer () Library () LCC () Relative/Spouse () Friend/Classmate () Community Agency () Other_____.

I want to tutor reading because () reading is the most important life skill () I enjoy helping others () it seems to be a worthwhile/rewarding project () other_____.

My hobbies are () hunting/fishing/camping () sewing/cooking () reading () writing () spending time with kids/grandkids () sports () gardening.

Comments:_____

_____

Attachment F

Project READ Schedule

Date 11/29/93

Tutoring Times	Tutoring Days	Name	Learner Phone	Current last tutor	Tutor Phone
12:00 pm	Mon	Won, Dae Hwa	206-636-1938	Roth, Leslie	206-425-6563
12:00 pm	Mon	Won, Eun	206-636-1938	Roth, Leslie	206-425-6563
12:00 pm	Mon Thu	Garcia, Maria de Jesus	206-425-0563	Wells, Kathy	206-274-4541
12:00 pm	Mon Tue	Twitchell, Eva	206-274-6947	McNannay, Robert	206-425-0614
01:00 pm	Mon Thu	Arnold, Sun Ae	206-636-2920	Barham, Marie	206-425-9226
01:00 pm	Mon Wed	Conner, So Young	206-425-0758	Staff, computer	
01:00 pm	Mon Wed	Roberts, Missy M.	206-425-7302	Nelson, Linda	206-577-3380
01:15 pm	Mon Wed	Huynh, Dieu Thi My	206-578-7946	Ross, Catherine	206-636-0838
01:15 pm	Mon Wed	Huynh, The Quy	206-578-7946	Ross, Catherine	206-636-0838
02:00 pm	Mon Wed Thu	Nguyen, Phuong My	206-423-7309	Walworth, Frieda	206-636-4639
02:00 pm	Mon Wed Thu	Nguyen, Hoang Ky	206-425-7309	Walworth, Frieda	206-636-4639
03:45 pm	Mon Wed Thu	Le, Hong	206-578-1879	Walworth, Frieda	206-636-4639
04:00 pm	Mon Wed	Bryant, Yolanda R. (Jolie)	206-423-2554	Stewart, Karen	503-455-2514
04:30 pm	Mon Wed Thu	Huynh, Lan T.	206-425-8742	Walworth, Frieda	206-636-4639
05:00 pm	Mon Tue Thu	Try, Cheang	206-636-3519	Smith, Brenda	206-425-7238
05:30 pm	Mon	Wines, Arthur G.	206-425-2208	Everly, Nancy	
05:30 pm	Mon	Huynh, Ba	206-425-8142	James, Lee	206-423-9124
05:30 pm	Mon	Hawn, David	206-577-0825	Hopkins, Anita	206-425-7775

Project READ Schedule

Date 11/29/93

Tutoring Times	Tutoring Days	Name	Learner Phone	Current last tutor	Tutor Phone
10:00 am	Tue Wed Thu Fri	Do, Niem	206-423-7309	Walker, Shelley	206-636-3244
10:00 am	Tue Thu	Holt, Cozette	206-577-7311	Sigle, Joyce	206-636-3108
10:00 am	Tue Wed Thu Fri	Long, Nguyen	206-423-7309	Walker, Shelley	206-636-3244
10:00 am	Tue Thu	Barboza, Angel M.	206-636-3021	Grab, Sarah	206-636-1410
10:00 am	Tue	Ng, Siu Hung (Margaret)	206-423-0298	Dwight, Elaine	206-864-6472
10:00 am	Tue Wed	Zamorano, Martin J.	206-864-2991	Walworth, Frieda	206-636-4639
12:00 pm	Tue Wed	Anderson, Gary	206-577-5231	Wells, Kathy	206-274-4541
12:00 pm	Tue Wed	Long, Ken	206-423-1681	Crook, Donna	206-423-0278
12:00 pm	Mon Tue	Twitchell, Eva	206-274-6947	McNannay, Robert	206-425-0614
01:00 pm	Tue Fri	Snodgrass, Chris	206-423-6174	Goodbla, Lenore	206-423-4244
01:15 pm	Tue Thu	Yuen, Yin Wan	206-636-5775	Fox, Naomi	206-423-3781
01:30 pm	Tue Thu	Hedlee, Gene	503-556-9783	Rhoads, Forrest	206-423-2131
02:00 pm	Tue Thu	Hua, Ngoc Ho (A)	206-425-1181	Mahar, Dorothy	206-274-6071
02:00 pm	Tue Wed Thu	Hua, Nguyet Ho (2)	206-425-1181	Westman, Fred	206-423-1417
02:00 pm	Tue Wed Thu	Hua, Huong Ho (2)	206-425-1181	Westman, Fred	206-423-1417
02:00 pm	Tue	Hua, Ngoc Ho (C)	206-425-1181	Valdivieso, Rosa	
02:00 pm	Tue Wed Thu	Liu, Lun Kong	206-577-7206	Stewart, Westman,	503-455-2514
02:00 pm	Tue Wed Thu	Nguyen, Cay Thi	206-577-6294	Westman, Fred	206-423-1417
02:30 pm	Tue Thu	Truong, My Tan	206-423-0780	Fox, Naomi	206-423-3781
03:00 pm	Tue	Dumbauld, Jim C.	206-636-3654	Goodbla, Lenore	206-423-4244
05:00 pm	Mon Tue Thu	Try, Cheang	206-636-3519	Smith, Brenda	206-425-7238
05:00 pm	Tues, Thurs	Glukhovsklkh, Vyacheslav	206-578-9579	Dwight, Elaine	206-425-3819
05:00 pm	Tue Thu	Vyacheslav Glukhovskikh	578-9579	Elaine Dwight	206-425-3819

Project READ Schedule

Date 11/29/93

Tutoring Times	Tutoring Days	Name	Learner Phone	Current last tutor	Tutor Phone
05:30 pm	Tue Thu	Moe, Terry M.	206-636-3941	Stalker, Kelly	
06:00 pm	Tue	Reser, Michael	206-425-9525	McNannay, Robert	206-425-0614
06:30 pm	Tue	White, Dale	206-423-4575	Hoover, June	206-423-6897
07:30 pm	Tue Wed	Wingert, Roger	206-423-9007	Eaton, Susan	206-636-2848

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Project READ Schedule

Date 11/29/93

Tutoring Times	Tutoring Days	Name	Learner Phone	Current last tutor	Tutor Phone
10:00 am	Tue Wed Thu Fri	Do, Niem	206-423-7309	Walker, Shelley	206-636-3244
10:00 am	Wed	Yee, Kai Ming	206-423-2234	McNannay, Robert	206-425-0614
10:00 am	Tue Wed Thu Fri	Long, Nguyen	206-423-7309	Walker, Shelley	206-636-3244
10:00 am	Tue Wed	Zamorano, Martin J.	206-864-2991	Walworth, Frieda	206-636-4639
11:00 am	Wed	Yee, Teresa	206-423-2234	Irwin, Richard	206-423-8654
12:00 pm	Tue Wed	Anderson, Gary	206-577-5231	Wells, Kathy	206-274-4541
12:00 pm	Tue Wed	Long, Ken	206-423-1681	Crook, Donna	206-423-0278
01:00 pm	Mon Wed	Conner, So Young	206-425-0758	Staff, computer	
01:00 pm	Wed Thu	Meyers, John	206-636-3912	Siemers, Ruth	206-423-9809
01:00 pm	Mon Wed	Roberts, Missy M.	206-425-7302	Nelson, Linda	206-577-3380
01:00 pm	Wed	Park, Sang Joon	206-425-7943	Tyack, Lisa	503-728-369832
01:15 pm	Mon Wed	Huynh, Dieu Thi My	206-578-7946	Ross, Catherine	206-636-0838
01:15 pm	Mon Wed	Huynh, The Quy	206-578-7946	Ross, Catherine	206-636-0838
02:00 pm	Wed	Browne, Dezi Ann	206-636-0851	Tyak, Lisa	503-728-3698
02:00 pm	Tue Wed Thu	Hua, Nguyet Ho (2)	206-425-1181	Westman, Fred	206-423-1417
02:00 pm	Tue Wed Thu	Hua, Huong Ho (2)	206-425-1181	Westman, Fred	206-423-1417
02:00 pm	Mon Wed Thu	Nguyen, Phuong My	206-423-7309	Walworth, Frieda	206-636-4639
02:00 pm	Mon Wed Thu	Nguyen, Hoang Ky	206-425-7309	Walworth, Frieda	206-636-4639
02:00 pm	Tue Wed Thu	Liu, Lun Kong	206-577-7206	Stewart, Westman,	503-455-2514
02:00 pm	Tue Wed Thu	Nguyen, Cay Thi	206-577-6294	Westman, Fred	206-423-1417
03:00 pm	Wed Thu Fri	Varner, Sompas	206-425-9110	Hopkins, Kae	206-636-1141
03:40 pm	Wed Thu	Beck, John	206-785-3447	Heppes, George	206-423-1250
03:45 pm	Mon Wed Thu	Le, Hong	206-578-1879	Walworth, Frieda	206-636-4639

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Project READ Schedule

Date 11/29/93

Tutoring Times	Tutoring Days	Name	Learner Phone	Current last tutor	Tutor Phone
04:00 pm	Mon Wed	Bryant, Yolanda R. (Jolie)	206-423-2554	Stewart, Karen	503-455-2514
04:30 pm	Mon Wed Thu	Huynh, Lan T.	206-425-8742	Walworth, Frieda	206-636-4639
05:30 pm	Wed	Griffith, Andy	206-636-4332	Hochstetler, Melinda	206-423-5220
05:30 pm	Wed	Millard, Marvin K.	206-578-2741	James, Lee	206-423-9124
06:30 pm	Wed	Ruch, Vernon (2)	503-728-2513	Bowen, Michael	206-636-6315
07:30 pm	Tue Wed	Wingert, Roger	206-423-9007	Eaton, Susan	206-636-2848

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Project READ Schedule

Date 11/29/93

Tutoring Times	Tutoring Days	Name	Learner Phone	Current last tutor	Tutor Phone
10:00 am	Thur	Ng, Pak Chung	206-423-1510	Fazekas, Janet	206-274-6804
10:00 am	Tue Wed Thu Fri	Do, Niem	206-423-7309	Walker, Shelley	206-636-3244
10:00 am	Tue Thu	Holt, Cozette	206-577-7311	Sigle, Joyce	206-636-3108
10:00 am	Tue Wed Thu Fri	Long, Nguyen	206-423-7309	Walker, Shelley	206-636-3244
10:00 am	Tue Thu	Barboza, Angel M.	206-636-3021	Grab, Sarah	206-636-1410
11:00 am	Thu	Dunbar, Carolyn D.	206-636-6062	Kallinen, Carrie	206-425-1948
12:00 pm	Mon Thu	Garcia, Maria de Jesus	206-425-0563	Wells, Kathy	206-274-4541
01:00 pm	Mon Thu	Arnold, Sun Ae	206-636-2920	Barham, Marie	206-425-9226
01:00 pm	Wed Thu	Meyers, John	206-636-3912	Siemers, Ruth	206-423-9809
01:15 pm	Tue Thu	Yuen, Yin Wan	206-636-5775	Fox, Naomi	206-423-3781
01:30 pm	Tue Thu	Hedlee, Gene	503-556-9783	Rhoads, Forrest	206-423-2131
02:00 pm	Tue Thu	Hua, Ngoc Ho (A)	206-425-1181	Mahar, Dorothy	206-274-6071
02:00 pm	Tue Wed Thu	Hua, Nguyet Ho (2)	206-425-1181	Westman, Fred	206-423-1417
02:00 pm	Tue Wed Thu	Hua, Huong Ho (2)	206-425-1181	Westman, Fred	206-423-1417
02:00 pm	Mon Wed Thu	Nguyen, Phuong My	206-423-7309	Walworth, Frieda	206-636-4639
02:00 pm	Mon Wed Thu	Nguyen, Hoang Ky	206-425-7309	Walworth, Frieda	206-636-4639
02:00 pm	Tue Wed Thu	Liu, Lun Kong	206-577-7206	Stewart, Westman,	503-455-2514
02:00 pm	Tue Wed Thu	Nguyen, Cay Thi	206-577-6294	Westman, Fred	206-423-1417
02:30 pm	Tue Thu	Truong, My Tan	206-423-0780	Fox, Naomi	206-423-3781
03:00 pm	Wed Thu Fri	Varner, Sompas	206-425-9110	Hopkins, Kae	206-636-1141
03:40 pm	Wed Thu	Beck, John	206-785-3447	Heppes, George	206-423-1250
03:45 pm	Mon Wed Thu	Le, Hong	206-578-1879	Walworth, Frieda	206-636-4639
04:00 pm	Thu	Holt, Linda	206-423-5144	Vader, Norm	

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Project READ Schedule

Date 11/29/93

Tutoring Times	Tutoring Days	Name	Learner Phone	Current last tutor	Tutor Phone
04:00 pm	Thu	Holt, Rickie	206-423-5144	Vader, Norm	
04:30 pm	Mon Wed Thu	Huynh, Lan T.	206-425-8742	Walworth, Frieda	206-636-4639
05:00 pm	Mon Tue Thu	Try, Cheang	206-636-3519	Smith, Brenda	206-425-7238
05:00 pm	Tues, Thurs	Glukhovsklkh, Vyacheslav	206-578-9579	Dwight, Elaine	206-425-3819
05:00 pm	Tue Thu	Vyacheslav Glukhovskikh	578-9579	Elaine Dwight	206-425-3819
05:30 pm	Thur	Ellsworth, Michael	206-636-2374	Rainone, Duke	
05:30 pm	Tue Thu	Moe, Terry M.	206-636-3941	Stalker, Kelly	

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Project READ Schedule

Date 11/29/93

Tutoring Times	Tutoring Days	Name	Learner Phone	Current last tutor	Tutor Phone
10:00 am	Tue Wed Thu Fri	Do, Niem	206-423-7309	Walker, Shelley	206-636-3244
10:00 am	Tue Wed Thu Fri	Long, Nguyen	206-423-7309	Walker, Shelley	206-636-3244
11:00 am	Fri	Cross, Clara	206-423-9461	Lohrey, Carlin	206-423-3305
12:00 pm	Fri	Griffith, Mary	503-728-3458	Nordt, Kevin	
01:00 pm	Tue Fri	Snodgrass, Chris	206-423-6174	Goodbla, Lenore	206-423-4244
03:00 pm	Wed Thu Fri	Varner, Sompas	206-425-9110	Hopkins, Kae	206-636-1141

The Reading Corner

PROJECT READ

SHARE A BOOK

A Free Service of the Longview Public Library

- To find out more about it
- To volunteer to help
- **Call 577-3380.**

Longview Public Library
Hours: M Noon - 9 p.m.
T - Th 10 a.m. - 9 p.m.
F-Sat. 10 a.m. - 5 p.m.

This brochure was produced in part with Federal LSCA funds; the contents do not necessarily represent the policy of the Federal Government.

Longview Public Library
1600 Louisiana
Longview, WA 98632

THE READING CORNER

A place for reading sharing learning

Longview Public Library
1600 Louisiana
Longview, WA 98632

Reading:

•Working with a tutor to improve your reading.

•Getting support as your family learns to read together.

•Exploring new ways to read to your children.

•Learning to use the library.

Sharing:

•Having story times in your home or in the library.

•Using your experiences to learn new things.

•Improving your communication skills.

•Choosing free books with your young children.

Learning:

•Making new friends at the library.

•Developing computer skills.

•Improving basic skills in reading, listening and writing.

•Getting to know about books for children and adults.

Let's Get Together to:

Share a Book

Share a Dream

a program of
the **Reading Corner**
at the
Longview Public Library

This flyer was printed with grant funds from the U. S. Department of Education. The contents do not necessarily represent the policy of the Federal Government.

Longview Public Library
1600 Louisiana
Longview, WA 98632
577-3380

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Share a Book,
Share a Dream
Storytime Program

to share the joy of
books with

- ☆ you
- ☆ your friends
- ☆ your children

It's fun
and
it's **free**!

Who?

for parents and
their young children

What?

a half hour of:

Stories
Songs
Books
Puppets
Rhymes
Free Books

with extra time for sharing books

When?

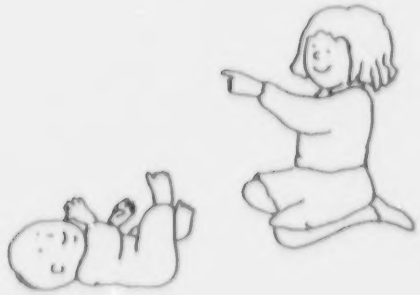
choose a time that works
for you, your friends
and your children

Where?

at your home or at
the library

To schedule your storytime

contact Linda Nelson in
the **Reading Corner** at the
Longview Public Library.
577-3380



Library Hours

Mondays.....Noon to 9 p.m.
Tue/Wed/Thur.....10 a.m. to 9 p.m.
Fri/Sat.....10 a.m. to 5 p.m.
Sundays.....1 p.m. to 5 p.m.

Closed Sundays during summer.

Dear Parent,

The Longview Public Library has a great program to offer you and your family! It is called the **Share a Book, Share a Dream** program.

The **Share a Book, Share a Dream** program is available to your family if you have a preschool child (age 0 to 5 years old).

Here's how it works. A person from the Longview Public Library comes to your home (or meets with you at the library), shares some stories and books with you and your children and lets family members each choose a **free book** to keep. .

If you would like more information about this program for families, please fill out the form below and return it to the school.

The contact person for the **Share a Book, Share a Dream** program at the Longview Public Library is Linda Nelson, 577-3380.

.....

YES!
I want to know more about the **Share a Book, Share a Dream** program of the Longview Public Library.

Parent Name _____

Phone _____

Address _____

First names and ages of your children:

_____ _____

_____ _____

_____ _____

_____ _____

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THE LITERACY TIMES

SPRING/SUMMER 1992

A NEWSLETTER OF THE
LOWER COLUMBIA LITERACY COALITION
P. O. BOX 2554 LONGVIEW , WA 98632

LETTERS:

The following letter was dictated to Marie Barham by her Project Read Student:

I'm a worker in industry in the Longview area. I am 50 years old. I never learned to read as I was growing up. The teachers sort of gave up on me and let me shovel coal for the janitor instead of learning. The classes were too large to give extra help.

The job I have now takes more learning and reading better would really help. I took a welding class at LCC and I wanted to take more, but I can't go further until I learn to read. I know I could get a better job and do better if I learn to read.

I'm actually finally learning to read since I have a tutor at Project Read. I feel lots better about myself and Mrs. Barham knows what I need to learn better. I'm learning to sound words and read signs that I see every day which I couldn't do before. It is exciting.

I've wanted to read for many years but there was no programs for me. My attitude has changed toward life for the better. I am a happier person now and am looking to doing better in everything.

I feel this program should be continued to help other people like me that needs it.

I've been in the Project Read Program for 7 months and my family is really noticing a difference. The one-on-one tutoring way is the only way I could learn. I tried the LCC class and was not able to learn there.

I hope this program continues. Many people would be lost without it. I know I would be.

Yours truly, Jerry S.

Literacy Program

I was going to work on my G.E.D. by myself. I sent my son for a GED book at the Library. He found out I could get help there, so they called me. I tried it and I like it better at the Library by doing it one-on-one. Other people always tried to get me to try for my G.E.D., but I wanted to do it for myself.

I have always thought about what I would like to do but I was never sure. Now I would like to be a Kindergarten teacher or a grocery cashier. Now that I'm trying for my G.E.D. I understand more things than I could when I was in school.

I feel lots better about learning things now, than I did before. I'm also learning things that I would like to know.

Written by Betty Jo. M.

****

From Brenda M.-

Alot has changed in my life in this last year due to the literacy efforts of the Employment and Training Program at C.A.P. They expressed to me the importance of a high school completion certificate. I worked very hard studying with the help of the Basic Skills instructor and tutors.

After attending my G.E.D. Ceremony, I decided that this was the first step toward a career. I attended the National Broadcast School, and I am now working as a radio personality for 105.5 KLYK.

I know I will continue to upgrade my language, reading and writing skills. I have discovered just how important it is to be able to express yourself with clear and direct speech. I would like to thank everyone involved in the literacy efforts of our community.

Thank you.

- BE A VOLUNTEER -

As a student in Project Read I'm learning more then just skills in reading and writing. The things I've learned are many but the one I would like to share is the one about wanting to help others. Out of that came a new goal for me and that is to become a tutor in this program. The reasons are hard to explain but the feelings I have tell me it's what I want to do.

Admitting my weaknesses to others was one of the hardest things that I have ever done. Until I did that I couldn't get help. This may be one of the reasons that I'm writing this. The other reason that I'm writing this is to pay special thanks to the tutors that have helped me get to the point that I'm at now. Thanks to Connie, Sheila and Duke they were great help and each one of them had that special ability to make me feel good about myself. I would like to thank Jean and all of the people that make this program work.

From a thankful student
Mike Ellsworth

****

I'm writing this letter so others can hopefully view Project Read through my eyes. I have not had the privilege of working with the Project Read program very long; in fact, I am a newcomer. Yet, it has not taken me long to see the tremendous benefit the Project Read program is offering this community. We have students from all walks of life, with all kinds of goals, who come to the library for the help they need in learning to read. These people come willingly, working diligently toward their goals.

It wasn't until I began to work with some of the students that I really realized what it meant when I read that one out of seven adults could not read in Amercia. I cannot even imagine getting through one day unable to read. Being unable to read leaves a person virtually on the outside of mainstream America.

I feel the service that Project Read provides is invaluable, and I totally agree with Councilman Dunlap's remarks in support of this program and am grateful for his support. I am in a position where I see the good that is being accomplished through the work and dedication of the volunteer tutors of Project Read.

Dianna G.

THANKS!

My name is Amy Ullrich. I have been a tutor in the Cowlitz County area for the last two and a half years. I became a tutor through Lower Columbia College's Student Aid Program.

After being involved with tutoring for a very short time, I very quickly learned that attempting to pass knowledge from myself to others can be very difficult and at times, quite exhausting. However difficult and frustrating it may be, the rewards of being a tutor far outweigh the frustration.

Part of the rewards of being a tutor is knowing that I am giving back to the system a bit of what they have given to me. The greatest reward that I have found from being a tutor is being able to help others.

Recently many of the individuals that I and my co-workers had been tutoring, attained their High School Certificates. There was a Graduation Ceremony and I attended. I really didn't think much of it at the time; but after the ceremony, many of the graduates came to me and thanked me for my help. After attending the Graduation Ceremony, I realized how important knowledge and an education truly are. It is very gratifying to know that you may have had some influence in helping another person come closer to, and finally meeting, one of their goals in life.

I am very grateful for having become a tutor, and I am pleased to know that I am doing my part, no matter how minor it may be, in enriching others with the gift of knowledge.

VOLUNTEER OPPORTUNITIES

Help someone read.
Help someone succeed.

The following information about each literacy agency may help you explain to prospective tutors the overall program and hours of operation.

C.A.P. (Community Action Program) utilizes tutors for the upgrading of functional employment related basic skills. Individually tailored programs utilizing one-on-one tutoring assistance for math and reading is our focus. Tutors' schedules are set up within a Monday through Thursday 8:30 to 10:30 and 3:00 to 5:00 workweek. All tutoring is on our site a few blocks from campus (1526 Commerce). Contact Kathryn Ferguson at 425-3430.

ESL (English As a Second Language) offers adult refugees, immigrants, and non-English speaking citizens classes in reading, writing, and/or speaking skills. Small group One-on-one tutoring is available during class hours of 9:00 a.m. to 1:00 p.m. Monday through Thursday, and evenings Tuesday and Thursday. Classes are held on Campus. Evening classes are held in Cathlamet and Woodland as well. Volunteers are needed. Call 577-2269

LITERACY -
A Good Investment

ABE (Adult Basic Education) needs tutors to work in classes with a trained instructor to offer learners one-on-one assistance in basic skills. Tutors may also assist in the Developmentally Disabled class which is held on Tuesday and Thursday evenings 6:00 to 8:00 p.m. Regular ABE classes are held days and evenings on campus 9:00 to 3:30 p.m. Monday through Thursday and on Monday and Wednesday 7:00 to 9:00 p.m., as well as Tuesday and Thursday 7:00 to 9:00 p.m. some ABE classes are also held off campus at Broadway School in the morning on Tuesday and Thursday. Evening classes are held at the Community House on Broadway as well. *Call 577-2269.

*A new computer program combines key-boarding skills with reading exercises.

Outreach Read offers one-to-one tutoring in literacy/reading to adults who enroll in the program either at the Kelso Public Library, Cathlamet Library, Community House on Broadway, and at Woodland High School. Tutor's hours are flexible according to the learner's schedule. Contact Georgia Wellhausen at the Kelso Public Library at 423-8110.

Project Read offers learners one-to-one tutoring in basic literacy skills (including reading, writing, and spelling) at the Longview Public Library. Each learner has an individualized learning program tailored to his/her own objectives, learning styles and abilities. Tutoring hours are flexible to accommodate learner's needs. All tutoring is at the Longview Library. Contact Jean Jeyasingam at 577-3380 p.m.

Give the Gift of Reading

One in five adults can't read.
****25 million Americans are funtionally illiterate.**
Those who are functionally literate read at least at the fourth grade level.
They can:

- **-read labels, ads, directions, bus schedules, TV guides, and warranties;**
- **-fill in job application forms;**
- **-write letters;**
- **-perform simple work procedures.**

****15% of the nation's work force is functionally illiterate.**

****75% of the chronically unemployed are functionally illiterate.**
****50% of the prison population are functionally illiterate.**
****75% of all prisoners have not completed high school.**
****31% of the Longview/Kelso area have not completed high school.**
You can help to change these percentages for the better!!!!

Teach Someone to Read
Nadine Rosenthal; Fearon Ed., 1987

UPCOMING EVENTS

- Literacy Coalition Fair Booth Display
  Cowlitz County Fair - July 28 - Aug. 1

- 2nd Annual Washington READS
  Literacy Recognition Awards Program
  September 1992

- Southwest Washington Roundup Conference
  September 1992

- Tacoma Community House Training Project - Tutor Training
  in ESL Techniques - September 1992

- Literacy Volunteers of America:
  Tutor Training - October 1992

Lower Columbia Literacy Coalition

P.O. Box 2554 · Longview WA 98632-8603

Provides Programs To Help Adults
Learn To Read - Improve Math, Spelling and Writing Skills.
Earn A G.E.D.

Lower Columbia College
ABE (Adult Basic Education)
ESL (English as a Second Language)
206-577-2269

Project READ
Longview Public Library
206-577-3380

Cathlamet
Bradley Memorial Library
206-795-3254

Woodland Community Schools
206-225-9510

Outreach READ
Kelso Public Library
206-423-8110

Community House on Broadway
206-425-8679

C.A.P. (Community Action Program)
206-425-3430

Lower Columbia Mental Health Center
206-423-4243
206-425-5380

Want To Help Someone Read?

Want To Help Someone Succeed?

Call The Lower Columbia Literacy Coalition At Any Of The Above Numbers, Today!.

AN APPEAL TO ALL BUSINESS AND INDUSTRIES IN THE LOWER COLUMBIA REGION

Please publicize the literacy efforts of literacy providers in this area. Some of your employees and their families will greatly benefit from the free tutoring services.

Volunteers, would you like to help on a LCLC Committee?

Here are a few choices:

____ Recruitment and Public Awareness Committee - 423-5320

____ Needs Assessment Committee 423-8110

____ Editorial Committee - 423-8110 or 423-5320

The Literacy Times is published by the LCLC. Articles, writing samples and comments of adult learners, and any item of interest for the volunteer tutors and learners in this community:

Please address all correspondence to The Literacy Times, % LCLC - P. O. Box 2554, Longview, WA 98632

EDITORIAL COMMITTEE
Glenn Hartwell, Kelso Public Library
Georgia Wellhausen, LCC/Outreach READ
Jean Jeyasingam, LCC/Project READ
Mary Gillespie, United Way
Sharon Maples, Volunteer (Project READ)

THE DAILY NEWS

SPECIAL SUPPLEMENT

SEPTEMBER 8, 1993

Inside:

Local literacy programs
Page R2

Project Read success story

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PROJECT READ ORIENTATION
Large Auditorium: Longview Public Library
November 10, 1992
6:00 pm to 8:30 pm

AGENDA:

I Introductions

II Literacy and intergenerational literacy

III Tutor Awareness Inventory

IV Videos:

A. America's Quiet Tragedy

B. PALS Program

V Tutor Training Techniques: Overview

A. Phonics Methods:
1. Open Court (3 hours)
2. Spalding: The Writing Road to Reading (30 hours)

B. Using the Computers: (2 hours)
1. The PALS Program
2. Apple IIe Software

C. English as a Second Language Techniques (2 hours)

D. Using the Brigance Inventories (2 hours)

E. Literacy Volunteers of America (LVA) Tutor Trng. (2 hrs.)

VI Signing up for Workshops

VII A brief orientation of the Project READ area:

A. PALS Info Window and Touch Typing

B. Location of material mentioned on information sheet

VIII Questions, concerns and Adjournment.

PROJECT READ ORIENTATION
Large Auditorium: Longview Public Library
October 23, 1992
2:00 pm to 4:30 pm

AGENDA:

I. Introductions

II. Security Issues: Judy Fuller, Special Projects Librarian

III. Family Focus: Linda Nelson, Family Literacy Coordinator of Share a Book, Share a Dream

IV. Literacy and intergenerational literacy

V. Tutor Awareness Inventory

VI. Videos:

A. America's Quiet Tragedy

B. PALS Program

VII. Tutor Training Techniques: Overview

A. Phonics Methods:
1. Open Court (3 hours)
2. Spalding: The Writing Road to Reading (30 hours)

B. Using the Computers: (2 hours)
1. The PALS Program
2. Apple IIe Software

C. English as a Second Language Techniques (2 hours)

D. Using the Brigance Inventories (2 hours)

E. Literacy Volunteers of Americal (LVA) Tutor Trng. (2 hrs)

VIII. Signing up for Workshops

IX. A brief orientation of the Project READ area:

A. PALS Info Window and Touch Typing

B. Location of materials mentioned on information sheet

X. Questions, concerns and Adjournment.

TUTOR TRAINING WORKSHOP

SPONSORED BY:

THE LOWER COLUMBIA LITERACY COALITION

WHERE:

LONGVIEW PUBLIC LIBRARY'S AUDITORIUM

WHEN:

SATURDAY, MAY 22, 1993
9:00 AM TO 1:00 PM

AGENDA:

Welcome: Robert McNannay, President, Lower Columbia Literacy Coalition

Facilitating: Jean Jeyasingam, LCLC Training Committee

Presentations:

1)	Motivating Learners and Setting Realistic Goals Presenter: Gene O'Neill, Social Worker, Kaiser Permanente, Longview, Washington	9:10 - 10:00
2)	Laubach Literacy: An Overview Presenter: Angie Maynard, Trainier Oregon Literacy, Saint Helen's, Oregon	10:00 - 10:30
Break Time		10:30 - 10:45
3)	Teaching Second Language Learners: A Different Cultural Experience Presenter: Charlotte Persons, ABE/ESL Coordinator, Lower Columbia College	10:45 - 11:30
4)	Breaking the Cycle: Family Literacy, a National Priority Presenter: Linda Nelson, Family Literacy Coordinator, Share a Book, Share a Dream, The Reading Corner of the Longview Public Library	11:30 - 12:15
5)	Panel Discussion:	12:15 to 12:45
6)	Evaluations to be turned in to Facilitator	12:45

1993 (July 1, 8, 12, 22, 29)

LONGVIEW PUBLIC LIBRARY
READING CORNER: PROJECT READ

Guidelines for tutors whose learners need the "Court Access" lessons.

There are ten units in this Curriculum

1 Introduction to Law and the U.S Constitution

2 Courts and Lawyers

3 Trials and Appeals

4 Courtroom Protocol

5 Fair Police Procedures

6 Search and Seizure

7 Working with the Police

8 Domestic Violence

9 Landlord-Tenant Law

10 Consumer Law

You may work through all the ten units or you may choose the ones your learner selects as appropriate. However, keep in mind that all these units are very relevant to the survival of these students (Limited English Speakers) in this country.

How to teach each topic:

1 **Problem posing:** Encourage a dialog with the student about the problem or a problem that raises issues in your student's life.

Some questions that can encourage a dialog:

1. What do you see?
2. What is the problem here?
3. Is this your problem?
4. Why is there a problem?
5. What can you do about it?

Encourage the student to compare a legal practice in this country with its practice in his/her native land.

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2 **Small groups** can be very effective for promoting student interaction. If possible, try to meet with a couple of other tutors and their learners at least once a week, to do small group activities, especially role plays.

3 **Role plays and simulations:** The curriculum provides scripted mock trials and oral arguments that are simulations of actual courtroom activities. The activities are designed to focus student interest on a particular law or procedure while allowing them the opportunity to demonstrate the knowledge they have acquired. It helps them to observe and practice persuasive skills.

There are three stages of development in any role play:

i) The preparation stage involves assignment of roles, explanation of the process and preparation time for the learners (players) to learn their roles.

ii) Enactment

iii) Debriefing stage. Use questions at this stage.

e.g. a) What were the key issues raised in the hearing?
b) What is the law or principle that was involved here?
c) Were the participants realistic and effective in their roles?
d) Could they have performed their roles differently?
e) Were there arguments not made that you would have made?
f) How would you have decided the case?
g) Was the proceeding fair?

4 **Brainstorming:** This method calls for the student to come up with a list of responses to a question posed by the tutor. It's best to write these responses as the student answers.. Add any overlooked answers and then discuss them in more detail.

5 **Hypotheticals and case studies:** This method presents a statement of fact and requires the application of some aspect of the law to these facts. While the "answer" to the problem is important, the greater value lies in bringing out arguments and consideration on all sides of the issues. Most of the hypotheticals used in the handouts are based on real cases which will enhance student interest and learning. Suggested steps to take in discussing a hypothetical or case study are as follows:

a) The tutor or the student who is a good reader, read the hypothetical aloud.
b) Ask the student to list the key factors in the case (tutor can help by writing them as the student speaks)
c) Ask what the issues are in the specific case. Ask student to state each issue as a question.
d) Ask the student to give arguments on both sides of the issues. Discuss and try to remain unbiased.

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e) Ask the student what he/she thought the decision was in the real case. Tell them what the decision was and the reasons for it. Ask if this was the correct decision. Why or why not?

f) What was the significance of the decision? What reason did the court use to arrive at the decision? Did it set a precedent for the future? Is it likely to be changed in the future?

7 **Opinion Poll:** to be used in a classroom situation or small group.

8 **Evaluation:** Use a variety of methods to check frequently for student understanding.

I'll be glad to help you develop evaluation tools and clarify any of the techniques.

Jean Jeyasingam

Jean Jeyasingam

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THE LONGVIEW PUBLIC LIBRARY'S

THE READING CORNER

PRESENTS

Spalding's The Writing Way to Reading
(Phonics Training)

AGENDA FOR JULY AND AUGUST

MONTH OF JULY:

Monday, July 12, 1993, from 6:00 to 8:00 P.M. - LPL Board Room
Monday, July 19, 1993, from 6:00 to 8:00 P.M. - LPL Board Room
Tuesday, July 20, 1993, from 6:00 to 8:00 P.M. - LPL Board Room
Monday, July 26, 1993, from 6:00 to 8:00 P.M. - LPL Board Room
Tuesday, July 27, 1993, from 6:00 to 8:00 P.M. - LPL Board Room

MONTH OF AUGUST:

Tuesday, August 3, 1993, from 6:00 to 8:00 P.M. - LPL Board Room
Monday, August 9, 1993, from 6:00 to 8:00 P.M. - LPL Board Room
Tuesday, August 10, 1993, from 6:00 to 8:00 P.M. - LPL Board Room
Monday, August 16, 1993, from 6:00 to 8:00 P.M. - LPL Board Room
Tuesday August 17, 1993, from 6:00 to 8:00 P.M. - LPL Board Room

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Project Read
Longview Public Library
1600 Louisiana Street
Longview, WA 98632
Phone: (206) 577-3380

September 16, 1993

Dear Project READ tutors,

The Reading Corner Tutor Orientation and Training for new tutors will be held in the Longview Public Library Board Room on September 27 and 28, 1993 from 1:00 PM to 4:00 PM on each day. I hope you can attend because it will enhance your tutoring capabilities.

AGENDA:

Day 1 (Sept.27)
1. Introduction: "Illiteracy, America's Quiet Tragedy" (video)
2. Overview of tutoring techniques
3. LVA tutoring techniques. Description.

Break time: 2:05 to 2:15

4. LVA techniques-hands on -2:15 to 3:15
5. Computer assisted learning:

PALS Program: -Description (3:15 - 3:45)
-Video (3:45 - 4:00)

Day 2 (Sept.28)
1. The Open Court Method: (1:00 - 2:00) -description
-hands on
2. Using the Brigance Inventories: 2:00 to 2:30

Break time: 2:30 to 2:45

3. Orientation to the Project READ area:

a) Share a Book Program (2:45 to 3:15)
Presenter: Linda Nelson, Family Literacy Coordinator, Reading Corner.
b) Computers and material location: 3:15 to 4:00.

Trainer: Jean Jeyasingam

Please note there are other training sessions being offered in this community as follows:

1) ESL Techniques: Date: September 24 and 25, 1993
Place: Founder's Room (LCC)
Time: Friday from 6:00 to 9:00 PM
Saturday from 9:00 AM to 4:00 PM
Trainer: Jamie Treat (Tacoma Community House)

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2) Spalding's Writing Road to Reading:
Dates: September 23, 30; October 7, 14, 28; November 4, 1993; January 6, 13, 20, 27, 1994.
Place: Longview Public Library
Time: 2:00 to 5:00 PM each day.
Trainer: Jean Jeyasingam

3) Literacy Training: Dates: October 8 and 9, 1993
Times: Friday (Oct. 8) from 6:00 to 9:00 PM
Saturday (Oct. 9) from 9:00 AM to 5:00 PM
Place: Lower Columbia College. Old Student's Center Lounge.
Trainer: Linda Opitz (Director of Volunteer Tutoring Program Clark College)

Please let me know by next Wednesday morning (September 22, 1993) whether your are attending any or all of these training sessions. If you have any questions please call me at 577-3380.

Yours sincerely,

Jean Jeyasingam
Adult Literacy Coordinator, Project READ
Reading Corner, Longview Public Library

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Project Read
Longview Public Library
1600 Louisiana Street
Longview, WA 98632
Phone: (206) 577-3380

September 24, 1993

Dear Project READ tutors,

The Reading Corner has recently acquired a new interactive videodisc computer program called SKILLPAC.

"SKILLPAC, English for Industry, is a unique and exciting course that uses interactive video and workbook exercises to teach basic English and literacy skills using a workplace context. The interactive course allows students to make choices and advance through the lessons by simply touching the video monitor. Color graphics and text help to make the learning process much more interesting and motivating than conventional instructional methods. Additional exercises and practice are provided in the workbook, some accompanied by audio on the cassette tapes." (SKILLPAC Instructor's Guide, page 9)

The SKILLPAC Program will be an excellent program if your learners have completed the PALS Program.

I will be conducting a hands-on training in the use of this program:

Date:	October 5, 1993
Place:	Reading Corner (Project READ)
Time:	3:30 to 5:00 PM

Please let me know if you can attend this training session.

Yours sincerely,

Jean Jeyasingam
Project READ Literacy coordinator

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1993 Library Budget Expenditures
Family Literacy portion of Reading Corner Budget ($500)
Provided by Linda Nelson

1. **National Center for Family Literacy** materials:
   Video:
   - Breaking the Cycle

   Booklets:
   - A Strengths Model for Learning in a Family Literacy Program
   - A Place to Start
   - Family Portfolios
   - Past and Present Educational Experiences of Parents who Enrolled in Kenan Trust Family Literacy Programs
   - Using Computers in Family Literacy Programs

2. **Curriculum Associates** learning materials:
   - Bringing Up Our Children - 5 copies

3. **New Reader Press** learning materials:
   - Your Home is a Learning Place - 2 copies
   - Family Reading supplementary books - 3 of each title:
     - Amanda and the Mysterious Carpet
     - In the Attic
     - The Little Red Hen
     - How My Parents Learned to Eat
     - Fire
     - Surprises
     - The Story of Jumping Mouse
     - Shapes, Shapes, Shapes
     - Tell Me a Story, Mama
     - A Chair for My Mother

4. **Music for Little People** audio cassettes with read along books:
   - Winning at Parenting
   - How to be the Parent You Always Wanted to Be

5. **Modern Curriculum Press** multicultural materials:
   - Chinese New Year's Dragon
   - Imani's Gift at Kwanzaa
   - Tet: The New Year
   - Dara's Cambodian New Year
   - Three King's Day
   - Powwow
   - Carnival
   - Fiesta
   - Strawberry Thanksgiving
   - Korean Children's Day
   - Who am I?
   - A First Passover

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The **Share a Book, Share a Dream** family literacy program of the Longview Public Library used half ($1,000) of the Washington Mutual Grant to purchase children's books. Some of the books are hardbound books that have been added to our permanent library collection. Some of the books are paperback and board books that are given free to families that participate in our outreach family literacy program.

HARDBOUND BOOKS:

Listed below are the names of the hardbound books that have been purchased with the Washington Mutual Grant . Written for beginning readers with grade one through three reading skill levels, they are excellent resources for both adults learning to read and children that are just becoming independent readers. Two copies were purchased of some of these titles.

Pig War by Baker
Bones, Bones, Dinosaur Bones by Barton
Bear on Wheels by Berenstain
Grandfather Twilight by Berger
No Good in Art by Cohen
Gingerbread Boy by Galdone
Henny Penny by Galdone
Chocolate Moose for Dinner by Gwynne
The King Who Rained by Gwynne
Exactly the Opposite by Hoban
Look Again by Hoban
Four Scary Stories by Johnston
Now We Can Go by Jonas
Chicka Chicka Boom Boom by Martin
Fly Went By by McClintock
Amelia Bedelia Goes Camping by Parish
Amelia Bedelia Helps Out by Parish
Good Work, Amelia Bedelia by Parish
Harry's Mom by Porte
Cat in the Hat Comes Back by Dr. Seuss
Dr. Suess's Sleep Book by Dr. Seuss
Foot Book by Dr. Seuss
Tales of Oliver Pig by Van Leeuwen
Stanley and Rhoda by Wells

PAPERBACK BOOKS:

Eight copies of each of the following paperback books have been purchased. They are high quality books with shiny covers that are very appealing to preschoolers. Each child that participates in our family literacy outreach program may choose a paperback to keep.

Grandfather Twilight by Berger
Have You Seen My Duckling? by Tafuri
Ira Sleeps Over by Waber
Love You Forever by Munsch

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Pumpkin, Pumpkin by Titherington
Red is Best by Stinson
Skip to My Lou by Westcott

BOARD BOOKS:

Ten copies of each of the following board books have been purchased. They are sturdy, cardboard books that are ideal for babies and toddlers just learning to handle books. They are provided along with the paperback children's books as giveaways to family literacy program participants.

Chubby Engine by Zokeisha
Clifford's Animal Sounds by Bridwell
Clifford's Peekaboo by Bridwell
Corduroy's Day by Freeman
I'm a Baby by Dunn
Vamos a comer by Benjamin
Vamor a jugar by Benjamin
My Friends by Tafuri
Shapes by Pienkowski
Shopping Trip by Oxenbury
Spot in the Garden by Hill
What Do Babies Do? by Dunn
Good Morning Sun by Ziefert
In the Morning by Rockwell
Little Animals
Monkey See, Monkey Do by Oxenbury
Spot Looks at the Weather by Hill
Zoo by Pienkowski

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1993 Self-Help Purchases:
Family Literacy Resources
Books for Families : provided free to families participating in outreach family literacy programs.

10 copies of each of the following paperback titles:

Cinderella by Jeffers
Curious George Rides a Bike by Rey
Freight Train by Crews
Gingerbread Man by Schmidt
Goodnight Moon by Brown
Hill of Fire by Lewis
How My Parents Learned to Eat by Friedman
James Marshall's Mother Goose by Marshall
The Little Engine that Could by Piper
The Snowy Day by Keats
The Story about Ping by Flack
The Story of Ferdinand by Leaf
There's a Nightmare in My Closet by Mayer
Three Billy Goats Gruff by Appleby
The Trek by Jonas
Where the Wild Things Are by Sendak
The Wolf's Chicken Stew by Kasza
Airport by Barton
Boats by Rockwell
Gregory the Terrible Eater by Sharmat
Mama Don't Allow by Hurd
Ten, Nine, Eight by Bang
Things that Go by Rockwell

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Dear

"Can I keep it? Is it really mine?"

Imagine the sparkle in young children's eyes as they open their very own first books. You can help make this happen for hundreds of preschool children in our community.

The Longview Public Library's **Share a Book, Share a Dream** program reaches out to families, many of whom are homeless or live in low-income areas of the city. Through parent-child storytimes and free books, this program develops positive attitudes toward books and learning.

From 1990-92 the program was funded with federal grants. Now it is part of the library's Literacy Program and we rely on community contributions to provide free books for families. In 1992, 1,020 books were distributed. We need community contributions of $2,000 each year to continue the free book program.

A donation from your group would help us continue to offer books in homes, encourage families to read together and promote a love of learning. We hope that your group will be able to help us with a generous contribution. Please make your check out to the Friends of the Longview Library and send it in care of the Longview Public Library's **Share a Book** Program.

If you have any questions about **Share a Book, Share a Dream**, or would like us to come speak to your group, please feel free to call Linda Nelson or Debbie Wakeley at 577-3380. We appreciate your support!

Thank you,

Linda Nelson
Family Literacy Coordinator

Debbie Wakeley
Children's Librarian

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BOOKS ORDERED FROM WASHINGTON MUTUAL FUNDS

I Category: Reading for Enjoyment

		Titles	Tapes
1.	Kaleidoscope: A collection of stories	16	8
2.	Pat King's Family		
3.	Five Dog Night and Other tales	1	
4.	Two for the Road	1	
5.	From the Wooded Hill and Morning	1	
6.	Streets	2	2
7.	Fitting In	8	8
8.	The Orange Grove and Other Stories	1	
9.	The Kite Flyer and Other Stories	1	
10.	Lights Out	4	4
11.	Timeless Tales	8	8
12.	I wanna be the Kinda Father my Mother Was	1	1
13.	Chaco	1	

II Category: Adult Education

1.	The New Oxford Picture Dictionary:	
	English/Spanish	2
	English/Vietnamese	2
	English/Cambodian	2
	English/Chinese	2
	English/Korean	2
	English/Japanese	2
	Beginner's Workbook	4
	Intermediate Workbook	4
	Teacher's Guide	2
	Cassettes	
2.	Life Prints	
	Student Book	1
	Teacher's Edition	1
	Teacher's Resource File	1
	Audio Tape	1

III Category: Multicultural

Spanish:

		Copies
1.	Adonde Vas Tomas?	1
2	Abuela del Juicio, La	1
3	Casa de los Osos, La	1
4.	Cuatro o Tres Manzanas Verdes	1
5.	Adonde Vas Osito Polar?	1
6.	Invierno en la Vida de Gran Oso, Un	1
7.	Mariposa Dorada	1
8.	Abuelito, Abuelito	1
9.	Animales de Don Vicencio	1
10.	Aventuras de Alicia, Las	1
11.	Historia de dos Ciudades	1
12.	Mitos y Leyendas Lationoamericanas	1
13.	What you can do to avoid AIDS	1
14.	Nuestro Asombroso Cuerpo	1
15.	Bambi en Espanol	1

Chinese:

1.	Daddy Doesn't Go To Work	1
2.	Let's Take a Stroll!	1
3.	Queen Dino's Fruitful Tail	1
4.	Mama, By Green Beans!	1
5.	Very Hungry Caterpillar	1

Cambodian/English

1.	Blind Man And The Cripple	1
2.	Brother Cat And Brother Rat	1
3.	Celebrating New Year	1
4.	Legend Of Mu Lan	1

Vietnamese/English

1.	Blind Man And The Cripple	1
2.	Brother Cat And Brother Rat	1
3.	Celebrating New Year	1
4.	It's Mine	1
5.	Peace At Last	1
6	Three Bears	1
7.	Where's Spot?	1

ADULT EDUCATION BOOKS ORDERED WITH THE PROJECT READ PORTION OF BOOK BUDGET

1.	Challenger 3	3 copies
2.	Challenger 4	3 copies
3.	Challenger 5	3 copies
4.	Challenger Diplomas 1 - 8	80
5.	Puzzles for Challenger 1 - 8	16
6.	Life Prints: Student Book 2, 3 Teacher's Edition 2, 3 Teacher's Resource File 2, 3 Audio Tape 2, 3	
7	I Want to Read Video Series Volume 3	
8.	Support Handbook for I Want to Read Video Series	
9.	Speaking of Pictures -Books 1, 2, and 3 -Teacher's Edition for each book	
10.	My Country: The U.S.A.	2 copies

THE READING CORNER
LITERACY
CELEBRATION

MAY 25, 1993
6 TO 7:15 PM
IN THE
LONGVIEW LIBRARY
AUDITORIUM

HOPE TO SEE YOU THERE!
Snacks provided.

PLEASE LET US KNOW BY
MAY 20, 1993
206-577-3380

FAMILY MEMBERS INVITED

THE
READING CORNER
at the
Longview
Public Library

Invites you
to a
LITERACY
CELEBRATION

May 25, 1993

LONGVIEW PUBLIC LIBRARY'S

LITERACY RECOGNITION

THE READING CORNER

MAY 25, 1993

PROGRAM:

6:00 PM	Welcome: Marion Otteraaen, Longview Library Director
6:10 PM	"Why Read?" Judy Fuller, Special Projects Librarian
6:15 PM	"Why Read to Children?" Debbie Wakeley, Children's Librarian
6:20 PM	Sharing by participants:
	Parents and children
6:25 PM	Adult tutors and learners
6:40 PM	Handing Out Awards: Jean Jeyasingam, Linda Nelson
6:50 to 7:15 PM	Special Storytime, Debbie Wakeley, Children's Librarian

- 6:00 to 6:50 PM: Snacks served
- Refreshments and flowers provided by the "Friends of the Longview Public Library"

PROJECT READ

LITERACY AWARD

THIS IS TO CERTIFY THAT

HAS ACHIEVED SUCCESS AS A TUTOR IN THE LONGVIEW PUBLIC LIBRARY'S READING CORNER LITERACY PROGRAM.

MAY 25, 1993

MARION OTTERAAEN, LIBRARY DIRECTOR

PROJECT READ

LITERACY AWARD

THIS IS TO CERTIFY THAT

[redacted]

HAS ACHIEVED SUCCESS AS A LEARNER IN THE LONGVIEW PUBLIC LIBRARY'S READING CORNER LITERACY PROGRAM.

MAY 25, 1993

Marion L. Otteraaen

MARION OTTERAAEN, LIBRARY DIRECTOR

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SHARE A BOOK, SHARE A DREAM

FAMILY LITERACY AWARD

THIS IS TO CERTIFY THAT

Dana and her Family

HAVE ACHIEVED SUCCESS IN THE LONGVIEW PUBLIC LIBRARY'S
READING CORNER FAMILY LITERACY PROGRAM.

May 25, 1993

Marion J. Otteraaen

MARION OTTERAAEN, LIBRARY DIRECTOR

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AUDIO VISUAL MATERIALS

CD-ROM DISCS Available for Project READ learners

1. MacMillan Dictionary
2. Talking Jungle Safari
3. Career Opportunities
4. Where in the world is Carmen San Diego
5. Compton's Family Choice
6. North American Indians
7. Compton's Multimedia Encyclopedia
8. Mammals
9. Family Doctor
10. C.D. Deluxe Pack
11. Bookshelf
12. The Animals
13. Great Cities of the World
14. Mammals
15. Beauty and the Beast

VIDEO DISCS

1.	PALS -Story of Alphabet	3 discs	
	-Journal	3 discs	
2.	SKILLPAC	2 discs	6 tapes

VIDEO TAPES

1. I Want to Read — Volumes: 1, 2, and 3
2. 'Illiteracy, America's Quiet Tragedy"
3. A Literate Workforce: Meeting the Needs
4. IBM "Principle of the Alphabet Literacy System" (PALS Release IV)
5. Understanding the Laubach Way to Reading

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Slide Presentation:
The Reading Corner: Facility, Staff and Programs

This slide presentation was included in the workshop presentation given by Jeand and Linda at the 1993 ABLE Network Family Literacy Conference.

I. WHERE OUR PROGRAM IS SITUATED

Slide 1:	Longview Public Library--front view
Slide 2:	Entry of library
Slide 3:	View of Reading Corner from the Reading Room
Slide 4:	Reading Corner entrance and

II. PROGRAM STAFF:

Slide 5:	JoanBeth--Program Assistant
Slide 6:	Jean--Program Coordinator for Adult Services
Slide 7:	Linda--Program Coordinator for Family Services

III. TUTOR AND LEARNER ACTIVITIES:

Slide 8-10:	Fred and his learner
Slide 11-12:	Bob and his learner

IV. COMPUTER STATIONS:

Slide 13-16:	PALS and SKILLPACK
Slide 17:	Touch Typing and Reading for Meaning

V. TUTOR RECRUITING, TRAINING, AND RECOGNITION

Slide 18:	"Give yourself the gift of reading" recruitment flyer
Slide 19-20:	George doing LVA tutor training
Slide 21:	Washington Reads award

VI: FAMILY LITERACY OUTREACH

Slide 22:	SHARE A BOOK logo
Slide 23-30	Storytime with Claypoole family
Slide 31-35	Storytime with Heather

VII: CONCLUSION: OUR PROGRAM BROCHURE

Slide 36:	**The Reading Corner** **A Place for Reading...Sharing...Learning**

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Twenty-seven million Americans are functionally illiterate; they cannot read a label on a medicine bottle or address an envelope. Another 46 million are marginally illiterate; they cannot complete a job application or pass a written test. In hiding their problem, they may endanger themselves and others because they often cannot read warning signs on equipment.

This invisible minority of Americans who cannot read, write or compute is not hidden away in urban shelters or at rural whistle stops. They are all around us. They are not only the homeless, the jobless and the disenfranchised; they are also our neighbors, co-workers, and friends.

LITERACY . . .
A Good Investment

Lower Columbia Literacy Coalition
P.O. Box 2554
Longview, WA 98632

BEST COPY AVAILABLE

Lower Columbia Literacy Coalition

planning and coordinating adult literacy services in Cowlitz, Wahkiakum and Columbia counties

For more information, call the Reading Corner at Longview Public Library, (203) 577-3380.

P. O. Box 2554, Longview, WA 98632

LITERACY . . .
A Good Investment

Lower Columbia Literacy Coalition

- Learner referrals
- Volunteer recruitment
- Program information
- Speakers' bureau
- Donations of literacy materials

LCLC was formed in 1987 to plan, coordinate, and publicize adult literacy programs and services. It is a nonprofit organization and a member of Cowlitz County United Way. Membership is open to residents of Cowlitz and Wahkiakum counties in Washington and Columbia County in Oregon. Organizations that want to participate may designate a representative to serve on the Coalition.

LITERACY . . .
A Good Investment

SUPPORT LOCAL LITERACY PROGRAMS

- Volunteer as a tutor.
- Recruit learners.
- Join or support LCLC.
- Be an advocate for literacy efforts.

Learner choices in the Lower Columbia area:

- **One-on-one tutoring**

  Offered free through public libraries in Longview, Kelso, St. Helen's, Rainier, Woodland, Kalama, Castle Rock, Toutle, Clatskanie, and Cathlamet.

- **Classes with group and individualized instruction**

  Offered free in Adult Basic Education/GED and English as a Second Language (Lower Columbia College) in Longview and Woodland. A class is also available for developmentally delayed adults.

  Offered free through the Job Training and Partnership Act (Community Action Program) in Longview.

CALL FOR INFORMATION ON LOCAL PROGRAMS:

FOR ONE-TO-ONE TUTORING:

In **Longview**
- Reading Corner at library, 577-3380.

In **Kelso, Toutle or Castle Rock-**
- Outreach Read at Kelso library, 425-8110.

In **Cathlamet-**
- Library, 795-3254.

In **Clatskanie-**
- Library, 728-3732.

In **Woodland area or Kalama-**
- Woodland Community Education, 225-9510.

In **Rainier or St. Helen's-**
- Rainier librarian, (503) 556-7301.

FOR CLASSES:

In **Longview-**
- Lower Columbia College Adult Basic Education/GED and English as a Second Language, 577-2269.
- Community Action Program, JTPA Basic Skills and GED, 425-3430 ext. 229.

In **Woodland-**
- Woodland Community Education (Adult Basic Education/ GED and English as a Second Language, 225-9510.

FOR CHILD AND PARENT LITERACY:

In **Tri-County Area-**
- Newspaper in Education, *The Daily News*, 577-2504.
- Reading is Fundamental, 577-0594.
- Cowlitz Reading Council, 636-3439.
- Share a Book, 577-3380.
- Headstart, 577-2388.

VIDEOS FOR PRESCHOOLERS AT THE LONGVIEW PUBLIC LIBRARY

READING RAINBOW SERIES:

01. Tight Times
02. Miss Nelson Is Back
04. Bringing the Rain to Kapiti Plain
06. Digging up Dinosaurs
07. Liang and the Magic Paintbrush
10. The Gift of the Sacred Dog
13. Arthur's Eyes
14. The Day Jimmy's Boa Ate the Wash
15. Ty's One-Man Band
18. Ox-Cart Man
20. A Chair for my Mother
21. Paul Bunyan
23. Hill of Fire
25. Perfect the Pig
27. Alistair in Outer Space
28. Feelings
29. Watch the Stars Come Out
30. Mama Don't Allow
32. The Milk Makers
35. Abiyoyo
37. Keep the Lights Burning, Abbie
38. Chickens Aren't the Only Ones
42. Rumpelstiltskin
43. Best Friends
44. Meanwhile, Back at the Ranch
45. My Little Island
51. Barn Dance
55. Mufaro's Beautiful Daughters
60. Dinosaur Bob and His Adventures with the Family Lazardo

THE CHILDREN'S CIRCLE SERIES:

01. Doctor DeSoto and Other Stories
02. Rosie's Walk and Other Stories
03. Smile for Auntie and Other Stories
04. Strega Nonna and Other Stories
05. Teeny-Tiny and the Witch-Woman and Other Scary Stories
06. The Three Robbers and Other Stories
07. Maurice Sendak's Really Rosie
08. Five Stories for the Very Young
09. The Ugly Duckling and Other Classic Fairy Tales

THE CHILDREN'S CIRCLE SERIES (continued)

10. Corduroy, Panama, Blueberries for Sal
11. Animal Stories
12. Mike Mulligan and His Steam Shovel and Other Stories
13. Homer Price Stories
14. Christmas Stories
15. Happy Birthday, Moon and Other Stories
16. The Mysterious Tadpole and Other Stories
17. The Amazing Bone and Other Stories
18. Funny Stories
19. The Snowman
20. Norman, the Doorman and Other Stories
21. The Maurice Sendak Library

GENERAL LISTING OF VIDEOS FOR PRESCHOOLERS

101 Things for Kids to Do
Amazing Things to Make and Do
Animal Alphabet
Baby Songs
Clifford's Fun with Letters
Clifford's Fun with Opposites
Clifford's Fun with Rhymes
Clifford's Fun with Shapes
Clifford's Fun with Sounds
Clifford's Sing Along Adventure
Dance Workout with Barbie
Day at Old MacDonald's Farm
Day with the Animals
Doing Things
Elephant Show
Elephant's Child
The Emperor and the Nightingale
Encyclopedia A
Encyclopedia B
Encyclopedia C
Even More Baby Songs
Five Lionni Classics
Frank Coppelli and Company: All Aboard the Train
Frank Coppelli and Company: Slap Me Five
Getting Ready for School
Good Morning, Good Night
Good Night, Sleep Tight
Grandpa's Magical Toys
Gregory, the Terrible Eater and Gila Monster, Meet You at the Airport
Gymboree
Hand Rhymes

GENERAL LISTING OF VIDEOS FOR PRESCHOOLERS (Continued)

Hey, What About Me?
How the Rhinoceros Got His Skin; How the Camel Got His Hump
In Search of the Wow Wow Wibble Woggle Wazzie Woodle WOO!
King Cole's Party
Learning about the World
Lyle, Lyle, Crocodile: The House on East 88th Street
Making Playthings
Marc Brown Does Play Rhymes
Mister Rogers's Musical Stories
Mister Rogers's Talks about Music and Feelings
Mister Rogers's Talks about When Parents are Away
More Baby Songs
The Mother Goose Treasury: The Humpty Dumpty Collection
The Mother Goose Treasury: The Little Miss Muffet Collection
Mousercise
Moving Machines
Musical Mother Goose
Musical Mother Goose: Rub a Dub
Pecos Bill
Prince and the Pauper
Snowman
Tailor of Gloucester
Tale of Mr. Jeremy Fisher and The Tale of Peter Rabbit
Turn on the Music
Wee Sing Together
What about Love?
Workout with Mommy and Me
Young Children's Concert with Raffi

VIDEOS FOR PARENTS OF YOUNG CHILDREN AT THE LONGVIEW PUBLIC LIBRARY

ACTIVE PARENTING SERIES:

1. The Active Parent
2. Developing Responsibility: Discipline
3. Winning Cooperation: Communication
4. Instilling Courage: Encouragement
5. Understanding Children
6. The Democratic Family in Action

KET SERIES (From the Kentucky Network):

1. Helping Children Deal with Their Feelings
2. Engaging Cooperation
3. Alternatives to Punishment
4. Encouraging Autonomy
5. Praise
6. Freeing Children from Playing Roles

WHAT EVERY BABY KNOWS SERIES

1. Guide to Pregnancy and Childbirth
2. Most Common Questions about Newborns, Toddlers and Infants
3. On Being a Father
4. Working Parent, Daycare, Separation and Your Child's Development

GENERAL LISTING OF VIDEOS FOR PARENTS

Baby Alive
Baby Basics
Baby Care Basics: For your Baby's Early Months
Baby Care Basics: For the Breastfeeding Mother
Baby Comes Home
Baby Dynamics: 18 to 36 Months
Baby Dynamics: Birth to 18 Months
Baby-Safe Home
Choosing the Right Toys for Babies and Toddlers
Creative Parenting
Drug Free Kids

GENERAL VIDEOS (continued)
From the Crib to the Classroom
How to Raise a Drug-Free Child
How to Raise a Street-Smart Child
How to Talk so Kids Will Listen and Listen so Kids Will Talk
Infant Development: A First Year Guide
Infant Health Care
Learning about the World
Montessori in Your Home
New Mother's Feelings
Once Upon a Potty for Her
Once Upon a Potty for Him
Pregnant and Fit
Sharing Books with Young Children
Sibling Rivalry
Stepparenting
What Kids Want to Know about Sex and Growing Up
Your Newborn Baby
Your First Baby

LONGVIEW PUBLIC LIBRARY
Read-Along Sets added to library collection in 1992

Digging up Dinosaurs
Commander Toad in Space
Troll Country
Halloween with Morris and Boris
Swamp Monster
Nate the Great
Tales of Oliver Pig
More Tales of Oliver Pig
Amanda Pig and her Big Brother Oliver
Fox and his Friends
Fox in Love
Fox at School
Fox on Wheels
Amelia Bedelia and the Surprise Shower
Arthur's Honey Bear
Case of the Hungry Stranger
Dinosaur Time
Frog and Toad Together
Last One in is a Rotten Egg
And I Mean it, Stanley
Arthur's Prize Reader
Come Back, Amelia Bedelia
Drinking Gourd
Hill of Fire
Owl at Home
Arthur's Funny Money
Binky Brothers, Detectives
Here Comes the Strikeout
Little Bear
Play Ball, Amelia Bedelia
Sam the Minuteman
Big Balloon Race
Danny and the Dinosaur
Frog and Toad All Year
Little Bear's Friend
Kiss for Little Bear
No More Monsters for Me

6

The Reading Corner News

VOLUME 1

FALL 1992:

News from The Reading Corner

Welcome readers. "The Reading Corner News" celebrates the family focus of our reading program. This paper is meant for adult readers, parents of pre-schoolers and tutors. We hope all who read this paper will enjoy it.

Contents:

Who would you vote for? Page 1 and 2

Try this - crosswords Page 2

Parent's Page Page 3

Coming events Page 4

New Things Page 4

The Reading Corner
Longview Public Library
1600 Louisiana Street
Longview, WA 98632
206-577-3380

Who would you vote for?

On November 3, 1992, Americans will vote for a new president. You have the right to vote if:

--you are a citizen of the United States

--you are eighteen years old and older

--you have a voter registration card

You may choose among many candidates who want to be our next president. These persons are called presidential candidates. George Bush is our president now. He belongs to the Republican Party. He is running for re-election this year. The other

See Page 2

New in the Reading Corner

1) Driver's Manuals in eight languages. (English, Russian, Cambodian, Spanish, Vietnamese, Laotian, Chinese, and Korean).

2) Books with tips and help for parents.

Look for these on display shelf close to the computer in The Reading Corner.

Informacion en Espanol

Rosa Valdivieso, voluntaria de Reading Corner, provee informacion y contesta preguntas acerca de nuestros programas, en español.

Calendar

September 23 - Weekly library storytimes begin for young children age 3 and older.

October 2 - Weekly library storytimes begin for parents and their children age 1 & 1/2 to 3.

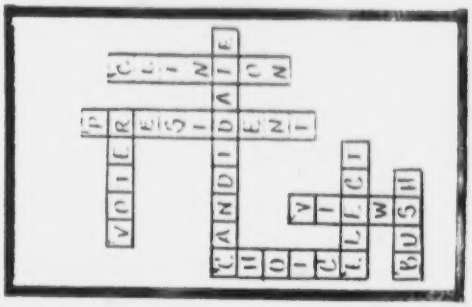
November 3 - Election Day

Reading Corner Staff

Jean Jevasingam
Family Literacy Coordinator for Project READ

Linda Nelson
Family Literacy Coordinator for Share a Book

JoanBeth Claypoole
Program Assistant



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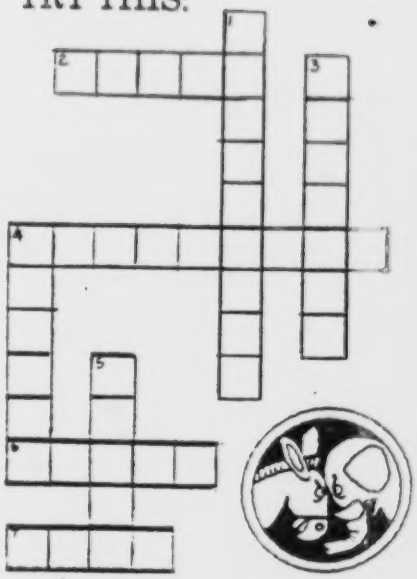
Who Would You Vote For? (Continued from Page 1) . . . presidential candidate is Bill Clinton. He was chosen by the Democratic Party to run for the Office of President of the United States.

For information about candidate views, you may attend candidate forums held by the League of Women Voters. Here is a schedule:

1) For the 3rd District Congressional Seat, LCC Founder's Room, October 8, 1992, at 7:00 pm.
2) For the 18th and 19th District Legislative Seats, LCC Founder's Room, October 22, 1992, at 7:00 pm.
3) For Presidential Candidates, watch your usual T.V. news programs."

TRY THIS:



Across:

2. a person who votes
4. a person who runs for office
6. to choose or vote for
7. last name of the Republican presidential candidate

Down:

1. the highest office in the U.S.
3. last name of the Democratic presidential candidate
4. the right to choose
5. opinions

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Parent's Page

Read Together

You and your child can read a lot of books if you get a library card. Cards are free if you live in Longview.

The Library has these favorite books and many more:

What's in Fox's Sack? is Charlie Rockwell's (age 3) favorite story because "she looked in the sack and the bee flew out!"

Mama Don't Allow is Mark Walen's (age 4) favorite because "the crocodile doesn't eat the kids up."

Zella, Zack and Zodiac is Chad Boyd's (age 4) favorite because "the ostrich rides on the zebra's back and then the ostrich saves the baby zebra."

Back to School Tips

Two ideas that will help your child do well in school:

1) Be your child's #1 fan. Give lots of support and praise. Say things like:

"Good thinking."
"I am proud of you."
"Very creative."
"That's a good point."

Say them often.

2) A regular routine at night will help your child get to sleep on school nights. A sample routine might be:

bath
snack
story
good night hug

These ideas are from the book, Back to School, by Mary Anne Bauer.

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ATTENTION TUTORS!!!!!

DATES TO REMEMBER

1) Literacy Volunteers of America (LVA) Tutor Training:

10-16-92 6-9 pm

10-17-92 9-3:30 pm

Place: Learning Resource Center (LRC) at Lower Columbia College, Room 131

2) Project READ Orientation is Friday, October 23, 1992, from 2 to 5 pm in the Longview Public Library's Auditorium.

Vocabulary:

elect = choose, vote for (verb)
voter = a person who votes (noun)
election day = the day people vote (Nov. 3, 1992)
choose = to pick (verb)
choice = the right to choose (noun)
candidate = a person who runs for highest office in the U.S. (noun)
president = the highest office in the U.S. (noun)
presidential candidate = a person who runs for president
views = opinions
voter registration card = a document every citizen needs in order to vote
re-election = to be elected again (noun)
re-elect = to choose the same person again (verb)

for You and Your Young Child at Your Library

The contents of this packet were developed under a Library Services and Construction Act Title VI Grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Longview Public Library
1600 Louisiana
Longview, WA 98632
577-3380

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Attachment Y

THE DAILY NEWS

day, July 1, 1992 — Serving the Lower Columbia area from Longview, Washington

Getting a reading

Daily News photo by Roger Werk

Researcher Jane Grover is gathering information for the federal government about the Longview library's model literacy programs

Literacy program is model for nation

By Michael Lindblom
The Daily News

The Longview Public Library's literacy program is so good the federal Education Department is mining it for clues on how to improve literacy training nationwide.

The company conducting the study, the RMC Corporation, chose Longview as one of five model programs. About 60 were nominated.

Company researcher Jane Grover is in town today and Thursday to tour the library and meet the staff, volunteer tutors and students.

"One of the things that caught the eye from this program here is that it deals with a lot of different populations in the community," said Grace Eubanks, Washington State Library spokeswoman.

Those groups include displaced wood products workers, young families, Mexican-American and other immigrants, and abused women.

About 40 people are actively learning basic English at the Longview library at any given time, said Jean Jeyasingham, adult literacy coordinator. Since October, 15 have moved on to higher-level basic studies at Lower Columbia College, she said.

"If people know this is one of the exemplary programs, perhaps we can get more volunteers to help us," she said.

The program is located in a partitioned area where learners can work without disturbing other library patrons or being watched by them.

The library uses an IBM computer with laser and audio technology. It presents a humorous story of how the alphabet was created. Students gain typing and word processing skills while learning basic English. The computer program has been used in some schools.

"We're one of the first places to ever try it in a library system, and do it with one-on-one tutoring," said Judy Fuller, special projects librarian.

"It's a motivational thing for an adult learner. Learning computer (use) is an adult skill, sort of building on self-esteem."

Another innovation is the "Share a Book, Share a Dream" program that helps young parents read to their children. A library staff member visits homes and reads stories, leaving behind free books afterward.

In its six years of literacy outreach, the library has received IBM, local, federal and state grants. The City Council this year voted to use local money to support the literacy staff so the library doesn't have to rely on short-term grants.

The Kelso Public Library and LCC also operate literacy and basic education programs serving all of Cowlitz and Wahkiakum counties.

Grover said she's impressed with cooperation between the college and the Longview library. The RMC study will be distributed to libraries to help them create literacy programs, and will influence federal criteria for giving grants, she said.

To volunteer or enroll in the Longview library's literacy programs, phone 577-3380.

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Focus on Programs

The Reading Corner: Literacy for Many Generations
Longview, Washington

(Thanks to Judith Fuller, Literacy Program Supervisor, and Jean Jeyasingham and Linda Nelson, Family Literacy Coordinators, for their time and assistance in preparing this article.)

Literacy is always in fashion at libraries, and Longview Public Library is a splendid example of a library which believes in the power of reading. 1980 saw the creation of its first adult literacy project, but it was not until the implementation of Project READ in 1987 that the library had a permanent adult literacy program. In 1992, when the City of Longview approved permanent funding for the library's literacy program, the library combined Project READ with their children's literacy program--Share a Book, Share a Dream. The Reading Corner, an intergenerational literacy program, was born.

Project READ serves people aged 16 and over. Their mission is to help non-reading adults in reaching their reading goals in a non-threatening environment. It is a mission they have been successful in accomplishing. Between 1987 and 1991, the project recorded the successes of its students--42% increased their reading level by one grade; 27% increased by two levels; 12% increased by three levels; 6% increased by four levels, and 1% increased by five levels. The experience and time given by dedicated tutors has helped foster these achievements; in those five years, tutors gave over 14,000 hours of tutoring time to students at Project READ.

The Share a Book, Share a Dream program was created in 1990 for preschool children and their families. Families who request a reading session are read to in the library, at home, or at other gathering places by the Program Coordinator, Linda Nelson. In addition, families can also receive information on parenting and related subjects. Thanks to a grant, Ms. Nelson also gives away free books to the families. Share a Book, Share a Dream helps children learn to appreciate books, while parents are shown how to read to their children. The match of Project READ and the Share Program has been highly effective and beneficial to the Longview community; family members who may have trouble reading are referred to Project READ, while adult learners with children in Project READ are referred to Share a Book, Share a Dream.

According to Jean Jeyasingham, Family Literacy Coordinator, individual successes abound at the Reading Corner. One student, Crystal, started learning at the library in 1987. She is continuing with her tutor, and has taken on two students of her own, one who is learning English as a Second Language (ESL). Another student could not speak English upon entering the Project READ program; now, she volunteers 20 hours per week, works with the program's computer systems, and tutors two ESL learners. While student successes show that the Reading Corner is a program that works, other recognition of their excellence has been made. The Reading Corner was nominated by the U.S. Office of Education as one of five exemplary literacy projects in the U.S., and will serve as a model literacy program in a national publication.

The Reading Corner, says Jean Jeyasingham, has established a reputation for being a "friendly, flexible program." She and Linda Nelson exhibit that flexibility and caring every day--Linda in accommodating families' diverse reading needs, Jean in taking the time to motivate individuals in studying and tutoring. The program is also responsive to its community. The Reading Corner assists many kinds of people: children and their families, high school dropouts, the unemployed, English and non-English speakers, and the developmentally disabled. The program also involves other members of the community. Work study students from Lower Columbia College work as tutors and help in the office while earning their education. High school students are encouraged to help their counterparts from other cultures learn to read English. **Last, and perhaps most importantly, the program is responsive in its efforts to reach out in a comprehensive, effective manner to family members, the individuals who are our children's first teachers.**

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August 18, 1993

Ms. Barbara Humes
U. S. Department of Education
Office of Educational Research and Improvement/Library Programs
555 New Jersey Avenue, N.W., Room 402
Washington, D.C. 20202-5571

Dear Ms. Humes:

I am requesting a two month extension on the Longview Public Library's **LSCA TITLE VI Library Literacy Program Grant, PR/Award Number R167A20127.** The reason for requesting the extension of the grant is the endless difficulty we have been experiencing with IBM Corporation in getting the equipment we ordered--computer equipment which is central to our program proposal. We were assured the equipment would be available in April and since April have spent numerous hours trying to get action from the company. There has been a relocation of the IBM office serving our area; the personnel we were dealing with was transferred; and new personnel do not respond to our requests for information.

We were promised in July that we would receive the equipment in August and have been unable to get a reponse for a definite date in spite of many telephone calls and messages unanswered. Our intent is to either get action from IBM within the next week or go to another computer company.

We have been working on our program goals and have recruited new adult learners and families to participate in this new aspect of our program; unfortunately we do not have the necessary equipment to fully implement our plan. An additional two months would allow us to get the equipment and software into play. Because the price of the equipment quoted at the time the grant was written is less for the new equipment, we have sufficient funds to continue our project assistant working 10 hours each week. I hope it will be possible for you to grant this request. Thank you for your attention.

Sincerely yours,

Marion J. Otteraaen
Longview Public Library Director

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U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

GRANTS AND CONTRACTS SERVICE

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

LONGVIEW PUBLIC LIBRARY

1600 LOUISIANA STREET
LONGVIEW, WA 98632

2 PROJECT TITLE

LSCA VI LIBRARY LITERACY PROGRAM

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR

OTTERAAEAN MARION J. 203-577-3380

EDUCATION PROGRAM STAFF

BARBARA HUMES 202-219-1376

EDUCATION GRANTS STAFF

MARY G. FOREMAN 202-708-5203

4 AWARD INFORMATION

PR/AWARD NUMBER	R167A20127-92
ACTION NUMBER	02
ACTION TYPE	ADMINISTRATIVE
AWARD TYPE	DISCRETIONARY

5 AWARD PERIODS

BUDGET PERIOD	10/01/92 - 11/30/93
PROJECT PERIOD	10/01/92 - 11/30/93

6 AUTHORIZED FUNDING

BUDGET PERIOD	33,762
PROJECT PERIOD	33,762
RECIPIENT COST SHARE	0%

7 ADMINISTRATIVE INFORMATION

PAYMENT METHOD	ED PMS
ENTITY NUMBER	1-916001367-A1
REGULATIONS	EDGAR, AS APPLICABLE 34 CFR 769

ATTACHMENTS NONE

8 LEGISLATIVE & FISCAL DATA

AUTHORITY: LIBRARY SERVICES AND CONSTRUCTION ACT AMENDMENTS OF 1984
PROGRAM TITLE: LIBRARY LITERACY PROGRAM CFDA 84.167A

9 TERMS AND CONDITIONS OF AWARD

OTHER INFORMATION AFFECTING THIS ACTION IS PROVIDED IN THE ATTACHMENTS SHOWN IN BLOCK 7.

THE BUDGET PERIOD FOR THIS PROJECT IS CHANGED TO THE DATES IN BLOCK 5. NO ADDITIONAL FUNDS ARE PROVIDED BY THIS ACTION.

THE PROJECT PERIOD FOR THIS PROJECT IS CHANGED TO THE DATES SHOWN IN BLOCK 5. NO ADDITIONAL FUNDS ARE PROVIDED BY THIS ACTION.

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(Signed) Franklin Reid

FRANKLIN REID
GRANTS OFFICER

9/16/93
DATE

Ver. 2

ED - GCS 007 (11/88)

PLEASE SEE OTHER SIDE FOR MORE INFORMATION